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ABSTRACT

The document, one of a series to assist in planning procedures for local and State vocational agencies, explains an information analysis system for realistic projection of future program planning and for monitoring of fund allocations for vocational education facilities projects. The system is called the State Vocational Education Applications--Management Information System (SVEA-MIS). The aspects of the system covered are data files, data collection, edit and input procedures, preliminary output reports and ranking procedure, recommended funding procedures, course close-out procedures, and RAMIS hints. Appendixes describe RAMIS, a proprietary software system; illustrative instructions for preparing vocational education applications; and preliminary design of facilities project data system. (MS)

A Vocational Education Planning System FOR LOCAL SCHOOL DISTRICTS

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DIVISION OF VOCATIONAL EDUCATION
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STATE APPLICATION FUNDING PROCEDURES

Vol. IV



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A VOCATIONAL EDUCATION PLANNING SYSTEM

FOR

LOCAL SCHOOL DISTRICTS

Volume IV: State Application Funding Procedures

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Acknowledgments

The Division of Vocational Education of the New Jersey State Department of Education has long recognized the need to introduce more science into the art of educational planning. This publication is an outgrowth of its efforts to devise more systematic, objective, and precise bases for program decisions. The Division has determined, moreover, that the key to the success of its system is to insure that the Local Education Agency has an advanced planning capability.

Grateful acknowledgment is given to Dr. Robert M. Worthington, former Assistant Commissioner of Education (DVE), for initiating this study and to Mr. Stephen Poliacik, Assistant Commissioner of Education (DVE), for his guidance and support in continuing the study when problems seemed insurmountable. Also, to Former Commissioner of Education, Dr. Carl L. Marburger, and Acting Commissioner of Education, Dr. Edward W. Kilpatrick for their support and patience. Appreciation is further expressed to the Superintendents of the five LEAs: Mr. Charles A. Boyle, Edison; Mr. Americo R. Taranto, Linden; Mr. Joseph R. Wilson, Somerset; Mr. Leonard A. Westman, Lower Camden County Regional High School; and Dr. J. Henry Zanzalari, Middlesex County Vocational Schools and Technical Institute for their cooperation and understanding.

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Series Preface

Planning is a universal concept based on the proposition that if you think a bit about what you intend to do, you are likely to do whatever it is better than if you don't think about it. This process of thinking ahead generally involves gathering information, analyzing the information and then formulating one or more courses of action to follow. The planning system presented here embodies these elements in operational procedures for planning for school districts.

The Vocational Education Planning System draws heavily upon a growing body of experience in educational planning which has been generated by Government Studies & Systems (GSS). The introduction describes these concepts. Out of this experience has evolved a set of planning techniques, particularly suited by design and through actual use, to enable effective planning. The bases for and uses of indicators, planning factors, forecasts, models and others of these techniques are clearly laid out in this manual as they appear in the normal course of the planning cycle.

This manual is one of several resulting from a project to design planning procedures for local and state vocational education agencies. This manual describes the overall planning process for LEAs. It is to be used in conjunction with the following manuals:

- Volume I: Local Education Agency User's Manual
- Volume II: Local Education Agency User's Data Collection Manual
- Volume III: Local Education Agency Planning Analyst's Procedures
- Volume IV: State Application Funding Procedures
- Volume V: Enrollment Forecasting Procedures
- Volume VI: Procedure for Estimating Adult and Post-Secondary Potential Enrollment
- Volume VII: Job Demand Forecasting Program
- Volume VIII: Training Materials
- Volume IX: Guide to Project Manuals

The most important ingredients in effective planning, however, are the people who do the planning. The planning team itself should include, at the very least, those who are going to be directly responsible for the execution of the plan, once developed, and those who are otherwise directly affected by the plan. People who participate in the planning process, who see their input take shape in a plan, tend to be better advocates and implementors of that plan.

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Historical Perspective

Until recently, vocational education was one of the most neglected educational fields. The attention paid to vocational education was sporadic, and usually unrelated to regional economics and student aspirations. Recognition of occupational training as a national concern came with the Vocational Education Act of 1963 and the Amendments of 1968. Although this recognition is most desirable, the increased resources which are available and the mandate to meet the needs of industry and students causes problems for vocational education agencies, particularly in allocating funds. All State and regional agencies which allocate sizeable chunks of money have allocation problems, but we are going to concentrate here on the allocation problems of the State vocational education agency.

A study completed in 1970* exposed the need for a comprehensive and integrated planning system in the New Jersey Division of Vocational Education: comprehensive because it would embrace all Division revenue sources, and integrated because it would show all revenue sources along with all Division activities and objectives, permitting an overall look at money available versus needs or requests.

*Report on a Proposed Planning System for the New Jersey Division of Vocational Education, prepared by Government Studies Center of the Fels Institute of Local and State Government, University of Pennsylvania, Philadelphia, February 1970.

The Case for an Effective Information System

The 1970 study found that inadequacies in the information system constituted one weakness in vocational education administration. The existing Division information system was informal, although it did serve Federal and State reporting requirements. What was needed was a system which could project resources and needs. The 1970 study proposals for improvement were:

1. Reduce requests for data not used in Division decision-making.
2. Devise a more efficient means of dealing with requests for information which require collection techniques differing from the formal reports.
3. Produce information on which forecasts of future conditions and programs could be based, instead of reporting only current program dimensions.
4. Organize the reporting system to cut down excessive clerical work.
5. Create a more efficient overall system that encourages rather than discourages questions being raised. (Questions were discouraged because the amount of energy to locate, aggregate, and organize the information was so extensive.)
6. Tighten up the connection between Division management objectives and actual program performance.

7. Gather information on the impact of vocational programs on LEAs staff and space needs, taking all monies into account.

The old information system, in summary, may have been adequate to meet the formal Federal and State reporting requirements, but could not provide realistic planning information for State vocational education.

These proposals resulted in a decision to design and install a computer-based system which would help eliminate information-gap problems, and when fed the proper data, project realistically into the future. The resultant system is called the State Vocational Education Applications - Management Information System, and will be referred to as SVEA-MIS.

The SVEA-MIS is explained in the following chapters of this system's documentation manual, with the necessary procedures for operating the system.

Chapter 1

Introduction

Information for Decision-Making

Every State Vocational Education Division, as well as other public agencies, has the following problem:

Each year the agency receives funds from Federal and State sources. The funds are to be used for specific purposes; for example, supporting the special costs of vocational education, or for the improvement of vocational programs. The agency, by legislation or choice, decides to allocate the funds on the basis of applications received from local agencies: school districts, vocational schools, community colleges, etc.

As a result several needs arise:

1. To create a system which insures that: applications are received, edited, and corrected; the data is filed and the files updated; reports and notices are produced.
2. To establish agency priorities.
3. To analyze the applications so that the funds are allocated according to legislative and administrative requirements and priorities.
4. To operate the system, usually on an annual basis, so that money is properly allocated.

Accordingly, the data system itself has several components, namely:

- a. Data collection
- b. Editing and review
- c. File maintenance (updating)
- d. File search, extraction and report generation.

SVEA-MIS will carry out processes, b, c, and d. It will support setting priorities, analyzing applications, and making funding decisions.

Overview of the State Vocational Education Applications - Management Information System

The SVEA-MIS is designed to store and maintain basic data about vocational education funding applications, and to process this applications data for the purpose of assisting in the allocation of funds. Accordingly, the system includes the following steps:

1. Analyze sources of funds to ascertain priorities and constraints, e.g., restrictions or mandated allocations.
2. Establish priorities and constraints for this year.
(Use analyses of last year's actual funding for continuity of policy.*)
3. Send out guidelines setting forth policies and procedures for submitting applications. Return a printout of last year's LEA funding to continuing program applicants to speed up submission of funding applications.*

*These steps are assisted by SVEA-MIS. Examples of analysis reports are given in the volume and in Volume IX, Section 3.

4. Receive applications, edit them, and return for correction where needed. Evaluate the quality of proposed activities for which funds are requested. Enter application data into the MIS and make a final edit.*
5. Analyze the applications by summarizing and ranking them.* First, reports of request amounts by course are produced, reviewed, and corrections entered into the MIS where required. Next, recommended funding reports are produced for review based upon a ranking algorithm.
6. Allocate available funds by approving, partially approving, or rejecting each line item of the applications as provided in the ranking reports.
7. Obtain the necessary approvals and "sign-offs."
8. Notify applicants of final recommended funding available to them.*
9. Adjust for changes in cases of applicant dissatisfaction with their allocation, or for any other reason, and make additional allocations out of discretionary funds.

The nine steps listed above complete the formal application processing procedure. However, one more step is necessary:

10. Monitor the funded programs to insure that they meet the standards and objectives required.

* These steps are assisted by SVEA-MIS. Examples of analysis reports are given in the volume and in Volume IX, Section 3.

Figure 1 shows the sequence of steps just described and how SVEA-MIS supports them.

Purpose of Manual

This manual details the steps to process vocational education application requests. Applications data are collected, manually edited, and keypunched. The data are input into a preliminary computer files for editing purposes, and then into the major SVEA-MIS data files. Recommended, committed, and closeout vocational education funding reports are then produced.

The procedures for input of the data, performing error checks, and producing reports are written using the Rapid Access Management Information System (RAMIS), developed and supported by MATHEMATICA, Inc., Princeton, New Jersey. RAMIS is a computer program designed to assist the agency staff to easily store in and retrieve from a computerized system applications information. RAMIS provides three major services to users:

- 1 - A request language for specifying and obtaining reports.
- 2 - A transaction processing language for entering and updating stored data (file maintenance).
3. A data base structure, capable of storing information in a hierarchical manner, which reflects the natural order and ranking of the information.

RAMIS is available on a lease/purchase arrangement or surcharge arrangement with National CSS, Inc., Stamford, Connecticut, a time-sharing and batch computer service.

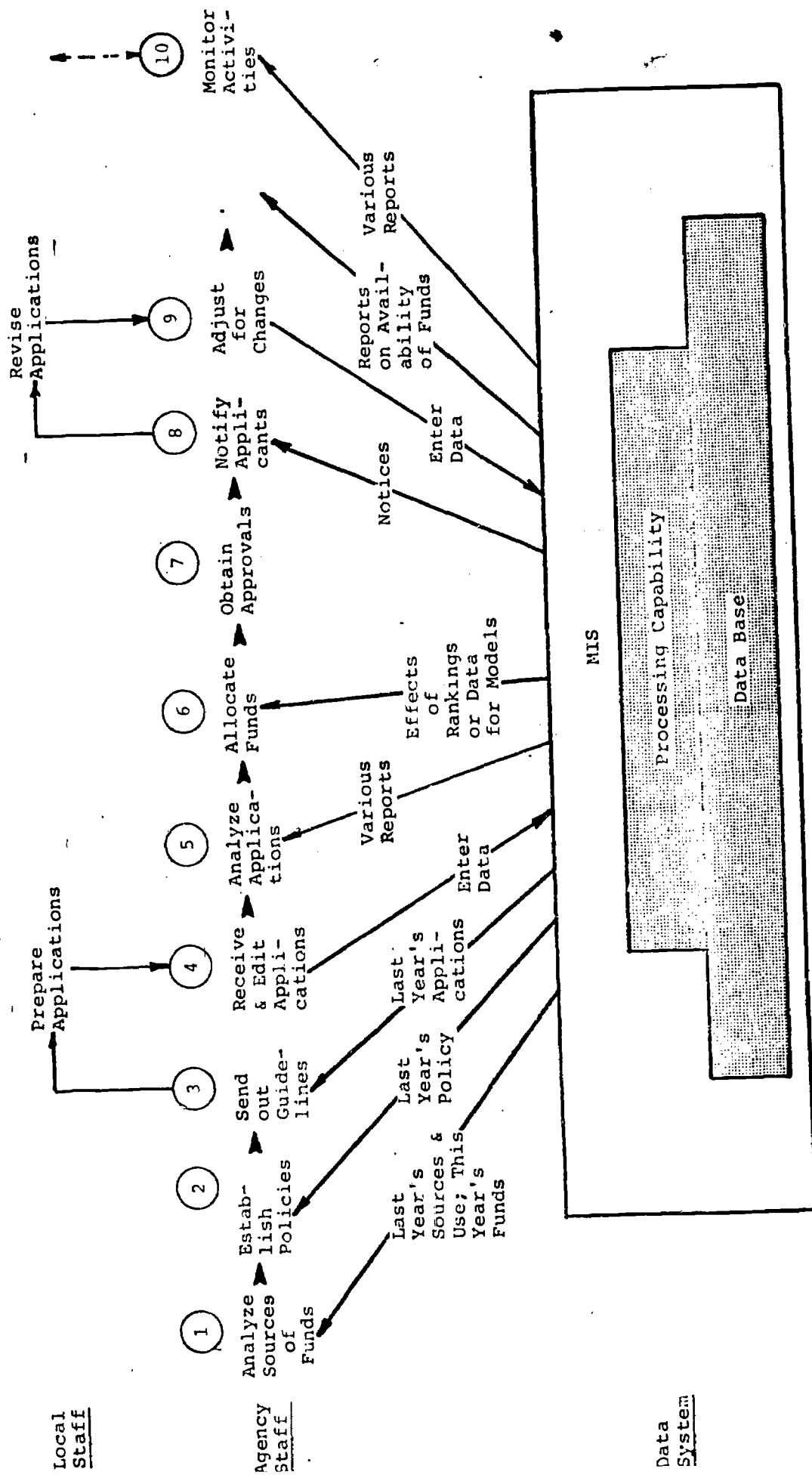


Figure 1
HOW SVEA-MIS SUPPORTS THE APPLICATION PROCESS

This manual assumes the user has general knowledge of RAMIS procedures for input, update, and output of data. All the specific RAMIS procedures for the input of applications data and producing required reports are included in this manual. In addition, Appendix A provides a discussion of RAMIS at a very general level.

Furthermore, this manual assumes that the data will be input and reports run using the National CSS, Inc., computer service. Accordingly, it is assumed that the user is familiar with CSS procedures for creating, inputting and editing CSS data files, and the CSS procedures for using RAMIS.

The following manuals should be referred to in using the procedures in this manual:

1. For information about RAMIS input, spinoff, and output procedures refer to the RAMIS Users Manual MATHEMATICA, Inc., Princeton, New Jersey.
2. For information about National CSS procedures, refer to the laster version of the VP/CSS Reference Manual, CSS FORTRAN Reference Manual, and the VP/CSS Edit Command Manual, National CSS, Inc., Stamford, Connecticut.

Chapter 1.1

Starting Up on NCSS

1.1.0 Contact and ask NCSS to create an ID and password for your use. After the ID is valid, create the PROFILE EXEC CSS file and set the permanent address.

1.1.1 Load from tape or offline punch to your ID the following CSS files:

WORKSH DATA
DESFIL DATA
INVO1 DATA
INVO2 DATA
EDTABIN DATA
PRELRPT DATA
REVUPL DATA
VEMAX FORTRAN
VESCORE FORTRAN
INFLUPL DATA
LMRANK DATA
CLRATE DATA
INVLRATE DATA
INCRANK DATA
PREPRINT FORTRAN
RECOM INPUT
RECOM TOTAL
NOTIF FORTRAN
CLOSED INPUT

Listing and descriptions of these files are presented in subsequent chapters.

Chapter 2

SVEA - MIS DATA FILES

2.0 Introduction

In this chapter, the SVEA-MIS RAMIS file descriptions for file NJVOC and file UPLEV are presented, and the internal structure of RAMIS files are discussed briefly. The system data files and data for two fiscal years are already in the database. Procedures for maintaining the database are provided in subsequent chapters.

2.1 Files in SVEA-MIS

1. The SVEA-MIS is composed of the following files:

- NJVOC - is the applications data file in which is stored descriptive and financial information about vocational education funding request applications.
- UPLEV - is a file which is used to store data about the counties and LEA's in NJVOC, such as tax effort data, dropout rate data, state-aid data, etc. This file is used in conjunction with the ranking procedure described in Chapter 5.

2. Refer to Table 1 for the NJVOC file description and Table 2 for the UPLEV file description.

TABLE 1

FILE DESCRIPTION FOR FILE NJVOC

FIELD NO.	FIELD NAME	SYNONYM	TYPE	LEVEL	SEGMENT	DESCRIPTION
1	CO	CO	A2	1	30	County code. See Table 1
2	COUNTY	CON	A10	1	30	County name.
3	XCO	XCO	A8	1	30	extra fields - not used as yet
4	XICO	XICO	I8	1	30	
5	LEA	L	A4	2	15	LEA code.
6	LEA-NAME	LN	A50	2	15	LEA name.
7	LEA-TYPE	LTY	A4	2	15	Type of LEA (County-Voc., Area-Voc, etc.)
8	CONG-DIST	CD	A4	2	15	Congressional district code.
9	XLEA	XL	A8	2	15	extra fields - not used
10	XILEA	XIL	I8	2	15	as yet
11	APPL	A	A4	3	15	Application code (Program Area.)
12	XA	XA	A8	3	15	extra fields
13	XIA	XIA	I8	3	15	
14	COURSE	C	A4	4	10	Course number.
15	COURSE-NAME	CN	A25	4	10	Course name.
16	OE-CODE	O	A8	4	10	OE code - See Appendix B
17	SCHOOL-NAME	SCHN	A25	4	10	School name.
18	FIRST-YR	FSYR	A2	4	10	Last 2 digits of first year of course
19	XCRS	XC	A8	4	10	extra fields
20	XICRS	XIC	I8	4	10	
21	APPL-YR	AY	A2	5	5	Application year. Identifies year of funding request, e.g. FY73, FY74, etc.
22	PURPOSE	PU	A4	5	5	Purpose code used to indicate purpose for which funds are to be used (See Table 3).
23	MINUTES	MIN	I4	5	5	No. of minutes/wk. teacher spends on course
24	TEACH-CERT	TC	A4	5	5	Whether or not teacher is certified
25	CRS-RANK	RANK	I4	5	5	See ranking procedure
26	LEVEL	LEV	I2	5	5	Funds requested from local sources
27	STC	STC	I2	5	5	
28	REQ-LOC	RLOC	I8	5	5	Total funds requested for salaries in application for year cited in Item 21.
29	TCHR-SAL	TSAL	I8	5	5	Total funds requested for travel expenses in application for year cited in Item 21.
30	REQ-SAL	RSAL	I8	5	5	
31	REQ-TRVL	RTRV	I8	5	5	

TABLE 1 (cont'd)

FIELD NO.	FIELD NAME	SYNONYM	TYPE	LEVEL	SEGMENT	DESCRIPTION
32	REQ-SUP	RSUP	18	5	5	Total funds requested for supplies costs in application for year cited in Item 21.
33	REQ-EQPPR	REQP	18	5	5	Total funds requested for equipment purchases in application for year cited in Item 21.
34	REQ-EQPRT	REQR	18	5	5	Total funds requested for equipment replacement in application for year cited in Item 21.
35	REQ-OTHERSAL	ROSAL	18	5	5	Total funds requested for other salaries in application for year cited in Item 21.
36	REQ-MISC	RMISC	18	5	5	Total funds requested for miscellaneous costs in application for year cited in Item 21.
37	REQ-TOT	RTOT	18	5	5	Total funds requested for application year.
38	COM-SAL	CSAL	18	5	5	Committed funds for salaries for the course, for the purpose, for the application year.
39	COM-TRVL	CTRV	18	5	5	Committed funds for travel expenses for the course, for the purpose, for the application year.
40	COM-SUP	CSUP	18	5	5	Committed funds for supplies costs for the course, for the purpose, for the application year.
41	COM-EQPPR	CEQP	18	5	5	Committed funds for equipment purchases for the course, for the purpose, for the application year.
42	COM-EQPRT	CEQR	18	5	5	Committed funds for equipment replacement for the course, for the purpose, for the application year.
43	COM-OTHERSAL	COSAL	18	5	5	Committed funds for other salaries for the course, for the purpose, for the application year.
44	COM-MISC	CMISC	18	5	5	Committed funds for miscellaneous costs for the course, for the purpose, for the application year.
45	COM-TOT	CTOT	18	5	5	Committed total funds for the course, for the purpose, for the application year.
46	STA-SAL	SSAL	18	5	5	Committed amounts provided by State (See Closeouts)
47	STA-TRVL	STRV	18	5	5	
48	STA-SUP	SSUP	18	5	5	
49	STA-EQPPR	SEQP	18	5	5	
50	STA-EQPRT	SEQR	18	5	5	
51	STA-OTHERSAL	SOSAL	18	5	5	

TABLE 1 (cont'd)

FIELD NO.	FIELD NAME	SYNONYM	TYPE	LEVEL	SEGMENT	DESCRIPTION
52	STA-MISC	SMISC	18	5	5	Committed amounts provided by local funding sources
53	STA-TOT	STOT	18	5	5	
54	LOC-SAL	LSAL	18	5	5	
55	LOC-TRVL	LTRV	18	5	5	
56	LOC-SUP	LSUP	18	5	5	
57	LOC-EQPPR	LEQP	18	5	5	
58	LOC-EQPRT	LEQR	18	5	5	
59	LOC-MISC	LMISC	18	5	5	
60	LOC-TOT	LTOT	18	5	5	
61	STUTY	STY	A4	6	1	Student type codes: R=regular, D=disadvantaged, and H=handicapped.
52	GRADE	G	A4	6	1	Grade code.
63	SEX	SEX	A1	6	1	Sex code (M or F)
64	ENROLL	STU	18	6	1	Total students of the student type of a sex in the grade of a course.

TABLE 2
FILE DESCRIPTION FOR UPLEV

LIST	FIELD NAME	SYNONYM	TYPE	LEVEL	SEGMENT
1	CO	CO	A2	1	10
2	COUNTY	CON	A10	1	10
3	LMA	LMA	A2	1	10
4	CTY-UNEMP-RT	CUR	F4.1	1	10
5	SMSA-CODE	SM	A4	1	10
6	CTY-TAX-EF	CTEF	F5.2	1	10
7	CTY-STATEAID	CSTAID	F7.2	1	10
8	CTY-DO-RATE	CDR	I4	1	10
9	LEA	L	A4	2	10
10	LEA-NAME	LN	A50	2	10
11	MOD-CITY	MOD	A4	2	10
12	CEN-CITY	CEN	A4	2	10
13	DISADV-AREA	DIS	A4	2	10
14	LEA-RATING	LEAR	I4	2	10
15	L-TAX-EF	LTEF	F5.2	2	10
16	L-STATEAID	LSTAID	F7.2	2	10
17	L-DO-RATE	LDOR	I4	2	10
18	LOC-CODE	LOC	I2	2	10
19	MOD-CODE	MDC	I2	2	10
20	TAX-CODE	TXC	I2	2	10
21	STAID-CODE	STDC	I2	2	10
22	LDO-CODE	LDC	I2	2	10

2.2 RAMIS Tree Structure

- a. RAMIS stores the records of any file as a tree structure. This is illustrated for NJVOC in Exhibit I. Using tree structures reduces storage size and reduces the effort needed to update files. Every record of a file can be broken into sub-records. All fields on the same level within a record are in the same sub-record. Sub-records form the nodes of the tree. For example, in NJVOC every application (level 3), has county data (level 1) and the LEA data (level 2). It is only necessary to store county data once for all the LEA's in a county. And, it is only necessary to store LEA data once for all applications from the LEA.

Levels and segment sizes determine the tree structure of a file. Segment size refers to the number of sub-records in the block or segment allocated to each higher level sub-record at a time. For example, the segment size of level 2 might be 3 and the LEA level, 15. This means that for each county, data storage space is assigned for 15 LEA's. If more than 15 LEA's are needed, storage for another 15 is assigned, and so on. The choice of segment sizes reflects a trade-off between storage space and speed of searching a file.

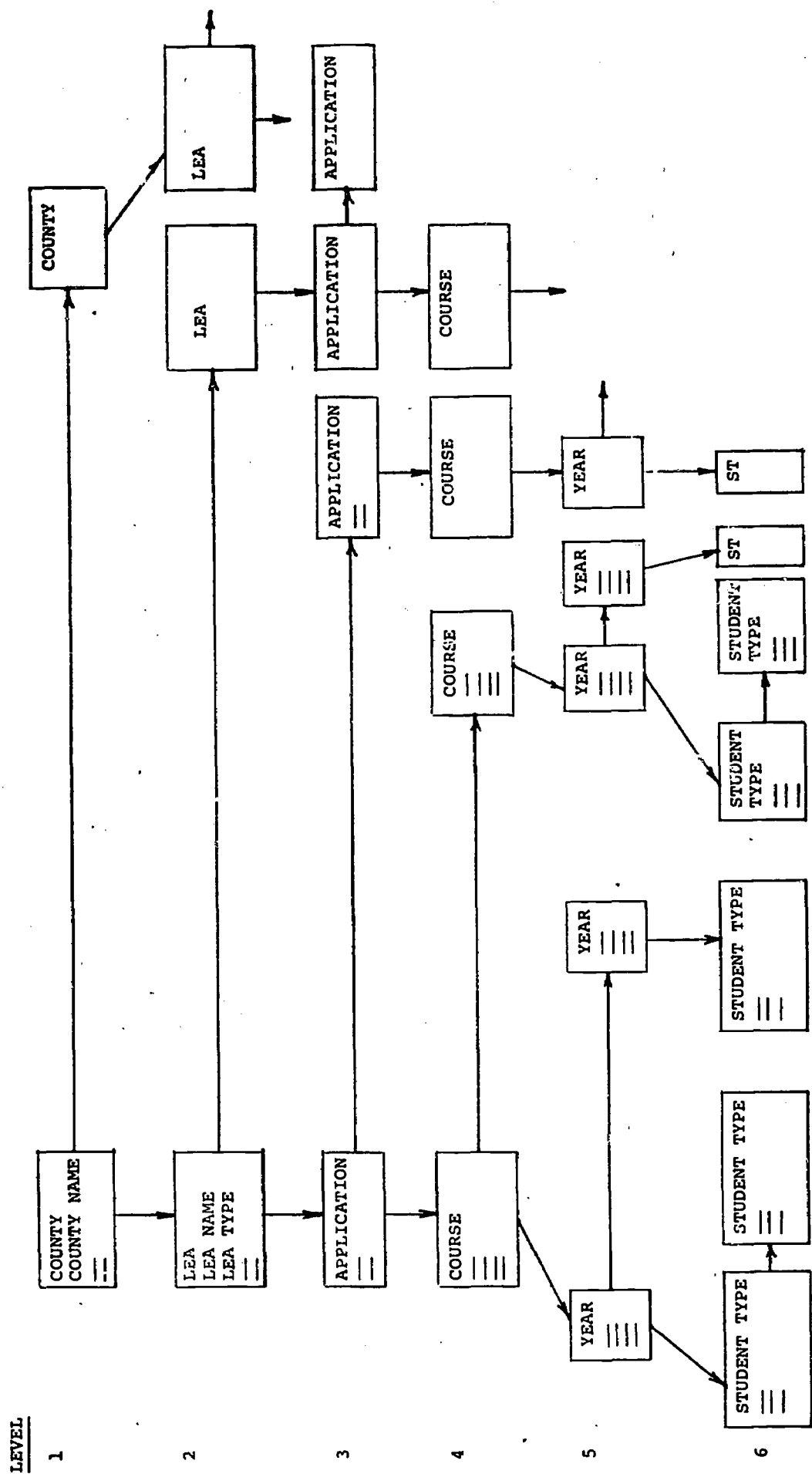
- b. The Hierarchical tree structure designed for File NJVOC takes the following form:

<u>LEVEL</u>	<u>DESCRIPTION</u>
1	Data about a county.
2	Data about a local education agency within the county.
3,4,5	Levels which permit distinguishing applications on the basis of application or program area (level 3), course (level 4), and year (level 5). The application level permits the identification of each application area (i.e., program or subject) for which funds are requested by an LEA, for each course within the application area, and for each fiscal year the applications apply. An application for funds is for a particular fiscal year. Therefore, funding data, stored at level 5 is differentiated on the basis of application year, course, and application.
6	This level allows distinguishing the number of students of a given type and sex in a given grade, in a given course.

- c. The hierarchical structure designed for File UPLEV takes the following form:

<u>LEVEL</u>	<u>DESCRIPTION</u>
1	Data about a county.
2	Data about an LEA within the county.

EXHIBIT I SCHEMATIC REPRESENTATION OF FILE NJVOC TREE STRUCTURE



Chapter 3

DATA COLLECTION

3.0 Introduction

Annually, LEAs submit vocational education funding request applications to the State Department of Education, Division of Vocational Education. The Division provides instructions for preparation of an application from LEAs. Applications are screened by Division personnel, corrections made, and keypunched in preparation for input to SVEA-MIS. This chapter describes procedures for application preparation, manual editing, and keypunching.

3.1 Preparation of Applications

1. LEAs prepare vocational education funding applications in accordance with the instructions provided annually by the Bureau of Vocational Management Services, Division of Vocational Education. Appendix B shows a copy of the FY74 preparation instructions for illustrative purposes.
 - a. LEAs complete application Form NJDE531-1 (3/71), Application for Vocational Education Act...Program Funds, when requesting funds for a new course. Refer to Exhibit II for a copy of Form NJDE531-1.

EXHIBIT II

FORM NJDE531-1, APPLICATION FOR VOCATIONAL
ACT...PROGRAM FUNDS - FOR NEW COURSES

TANT: Fill out one original and three
copies of application includ-
ing addenda and work sheets.

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

DO NOT WRITE IN SOXES

Co. LEA Prog. Area Page No.

Date: _____

APPLICATION FOR VOCATIONAL EDUCATION ACT AMENDMENT P.L. 90-576 PROGRAM FUNDS

Please answer questions briefly on this form. Guidelines must be read and followed carefully.

PART I

APPLICATION OVERVIEW

A. Local Educational Agency requesting funds: Name: _____ Code # of LEA: _____
County: _____ Phone: _____

B. Circle below the ONE Total Program Area for which funds are being requested on this application. A separate application form must be submitted for each Total Program Area. The Total Program Areas are the following:

- a. Agricultural Education (Include Cooperative Education)
- b. Distributive Education (Include Cooperative Education)
- c. Health Occupations Education (Include Cooperative Education)
- d. Home Economics Occupations (Include Cooperative Education)
- e. Consumer and Homemaking Education
- f. Office Occupations (Include Cooperative Education)
- g. Technical Education (Include Cooperative Education)
- h. Vocational-Industrial Education (Include Cooperative Education)
- i. Employment Orientation
- j. Introduction to Vocations
- k. Technology for Children
- l. Vocational Guidance and Counseling
- m. Apprenticeship Training
- n. Career Development (total sequential development N-Adult)

C. Staff member responsible for operating the Total Program Area:

Name: _____ Title: _____

School Address: _____ Phone: _____

NEXT, TURN TO INSIDE PAGE AND FILL OUT COURSE-RESOURCE REQUIREMENTS SHEET.

COURSE-RESOURCE REQUIREMENTS

JOA. RITE BOX	Co.	LEA	Prin Arec	Pape No.

Total Program Area.

Complete Section 1 Through 15 For Each Listed Course Where Applicable

[illegible]

KEY: R/Regular Students

D/Disadvantaged Students

H/Handicapped Students

M/Male Students

F/Female Students

Control Key from
p. 23

10

ESTIMATED GRADE LEVEL ENROLLMENT FOR LISTED COURSE

Control Number	N-3			4-6			7-8			9-10			11-12			Post Secondary			Adult		
	R	D	H	R	D	H	R	D	H	R	D	H	R	D	H	R	D	H	R	D	H
01																					
02																					
03																					
04																					
05																					
06																					
07																					
08																					
09																					
10																					
11																					
12																					
13																					
14																					
15																					
16																					
17																					

DO NOT WRITE IN BOXES

Page
Area

No.

LEA

Co.

PART II

LONG RANGE PLAN FOR LOCAL EDUCATIONAL AGENCY
VOCATIONAL-TECHNICAL EDUCATION

1-8

(Fill In)

TOTAL PROGRAM AREA

	Fiscal Year of Funding Request	FY	FY	FY
COST ESTIMATION	10-15	23-30	38-45	52-58
ENROLLMENT ESTIMATION	17-23	31-37	45-51	59-65

Descriptive Summary of Five Year Plan for Total Program Area Indicated Above

Briefly describe how this Total Program Area will contribute toward meeting the needs of students during the five years covered by the table. If the Total Program Area is geared specifically to filling manpower needs, the description should include an analysis of how the program's capability to supply persons for employment relates to present and anticipated manpower needs. Present and anticipated long range manpower needs should be compared, and on the basis of this comparison the LEA should make a judgment as to whether the program costs and enrollment should increase or decrease over the next five year period. This evaluation of actual and anticipated needs should be based primarily on Labor Market Area and County Manpower Forecasts (derived from census data and translated in terms of the Program Area OE Codes) which the Division of Vocational Education will supply. Where possible, the LEA should analyze the Total Program Area in terms of the job related clusters outlined in the OE Code List included in the Appendix.

In the cases where the Total Program Area is not geared mainly to filling manpower needs, other appropriate factors should be analyzed to justify the need for the program.

WRITE PLAN IN SPACE PROVIDED BELOW

Submit the original and two copies of this application to the County Superintendent for his signature. His office will retain one copy; the original and the other copy should be sent to: Dr. Robert M. Worthington, Assistant Commissioner of Education (State Director of Vocational Education, State Department of Education, Division of Vocational Education, 225 West State Street, Trenton, New Jersey 08625.) The remaining Copy will be retained by the LEA.

1. An Application for Approval of Proposed Changes in Secondary School Program (Form CI-1370) must be submitted to the Division of Curriculum & Instruction, Bureau of Administration and Supervision for each "new" or "modified" course.

...

2. Local Advisory Committee consulted in planning application? yes ☐ no ☐

...

3. I, the undersigned, certify that Parts I and II of this application were completed in accordance with the procedures outlined in the Guidelines and that this application is accompanied by Addendum A and B (if applicable); said Addenda to be considered part of the application. (check appropriate box if enclosed)

☐ Addendum A: Survey of Occupational Experience
(if new teacher)

☐ Addendum B: Topical Outline of Proposed Course
(if never previously approved)

Date: _____ Signed: _____

CHIEF ADMINISTRATIVE OFFICER OF THE
LOCAL EDUCATIONAL AGENCY

...

I, I, the undersigned, have reviewed and recommend this application. Date: _____ Signed: _____
COUNTY SUPERINTENDENT

IF APPLICABLE: As authorized Model Cities Agency representative in this school district, I, the undersigned, have reviewed and recommend this application.

Signature

DO NOT WRITE IN BOXES

Co. LEA Prog. No.

PART II

LONG RANGE PLAN FOR LOCAL EDUCATIONAL AGENCY
VOCATIONAL-TECHNICAL EDUCATION

1-2

(Fill In)

TOTAL PROGRAM AREA

	Fiscal Year of Funding Request	FY	FY	FY
COST ESTIMATION	10-16	24-30	38-44	52-58
ENROLLMENT ESTIMATION	17-23	31-37	45-51	59-65

Descriptive Summary of Five Year Plan for Total Program Area Indicated Above

Briefly describe how this Total Program Area will contribute toward meeting the needs of students during the five years covered by the table. If the Total Program Area is geared specifically to filling manpower needs, the description should include an analysis of how the program's capability to supply persons for employment relates to present and anticipated manpower needs. Present and anticipated long range manpower needs should be compared, and on the basis of this comparison the LEA should make a judgment as to whether the program costs and enrollment should increase or decrease over the next five year period. This evaluation of actual and anticipated needs should be based primarily on Labor Market Area and County Manpower Forecasts (derived from census data and translated in terms of the Program Area OE Codes) which the Division of Vocational Education will supply. Where possible, the LEA should analyze the Total Program Area in terms of the job related clusters outlined in the OE Code List included in the Appendix.

In the cases where the Total Program Area is not geared mainly to filling manpower needs, other appropriate factors should be analyzed to justify the need for the program.

WRITE PLAN IN SPACE PROVIDED BELOW

b. LEAs complete the RAMIS VEF APPLICATION WORKSHEET application forms and enrollment sheets when requesting funds for continuing (old) courses. The RAMIS WORKSHEET forms are generated from the SVEA-MIS using RAMIS procedures, and are mailed to the appropriate LEAs for completion. Refer to Exhibit III for an example of the RAMIS VEF APPLICATION WORKSHEET.

c. Completed applications are returned to:
Vocational Education Management Services
Division of Vocational Education
Department of Education
225 West State Street
Trenton, New Jersey

2. CSS file WORKSH DATA contains the RAMIS procedure for producing the VEF APPLICATION WORKSHEETS offline. Refer to Table 3 for listing of WORKSH DATA.

a. Edit WORKSH DATA using CSS edit procedures to change the fiscal year references to reflect the appropriate Fy and FY-1.

b. Execute WORKSH DATA by typing in CSS mode:

"ramisin worksh data"

EXHIBIT III

RAMIS VOCATIONAL EDUCATION FUNDING APPLICATION
WORKSHEET - FUNDING REQUEST FORM FOR CONTINUING COURSES

PAGE 1

*****WORKSHEET - 90-576 FUNDING - CONTINUING COURSES - FY74
SEPT. 72 *** THIS PAGE LISTS COURSES OR PROJECTS FOR WHICH APPLICATION
WAS MADE IN FY73. ***REFER TO PAGE 3 OF GUIDELINE ***
CO-LFA APPL. COURSE CRSE-NAME SCHOOL-NAME

CHIEF ADMINISTRATIVE OFFICER

COUNTY SUPERINTENDENT

13-1390	P	73REQT	74COSTS	CRSE-NAME	TRAV	SUPPLS	ESSEX CO VOC-TECH	EQ PUR	EQ RENT	OECODE	SAL OTHER	MISC	74TOTAL	FIRST_YEAR
01	2160			74PRO SAL										
02	17386			CRSE-NAME										
03	4860			74PRO SAL										
04	4860			CRSE-NAME										
05	1620			74PRO SAL										
06	1620			CRSE-NAME										
07	1030			74PRO SAL										
08	1080			CRSE-NAME										
09	1620			74PRO SAL										
10	106650			CRSE-NAME										
11	50900			74PRO SAL										

TABLE 3

CSS File WORKSHEET DATA - RAMIS Procedure
to Produce VEF Application Worksheets

```

OFFLINE
DEFINE
FILE NJVOC
--/A9='
OECODE/A18=IF 0 IS ' THEN 'OECODE_____ ' ELSE 0
74COSTS/A57='74PRO_SAL_____TRAV_____SUPPLS_____EQ_PUR_____EQ_RENT_____ '
74COST&/A23='SAL_OTHER_____MISC_____ '
74TOTAL/A5='_____ '
73REQT/18=RTOT
CO-LEA/A7=CO|'-'|LEA
FIRST_YEAR/A4 = '_____ '
CNX/A3=EDIT(CN,'999$$$$$$$$$$$$$$$$$$$$')
CRSE-NAME/A30=IF CNX EQ ' ' THEN 'CRSE-NAME_____ ' ELSE CN
END
TABLE
HEADING
*****WORKSHEET - 90-576 FUNDING - CONTINUING COURSES - FY74
SEPT. 72 *** THIS PAGE LISTS COURSES OR PROJECTS FOR WHICH APPLICATION
WAS MADE IN FY73. ***REFER TO PAGE 3 OF GUIDELINE ***
CHIEF ADMINISTRATIVE OFFICER _____
.
COUNTY SUPERINTENDENT _____
FILE NJVOC
WRITE -- AND 73REQT AND 74COSTS AND 74COST& AND 74TOTAL
AND FIRST_YEAR BY CO-LEA BY APPL BY C BY CRSE-NAME BY SCHN
BY OECODE
ON OECODE FOLD-LINE
IF AY IS 73
ON--SKIP LINE
ON APPL PAGE-BREAK
END

```

NOTE: Annually, adjust the FY-1 and FY to reflect the actual years. In the procedure above, FY-1 is 73 and FY is 74.

3.2 Manual Edit of Completed Applications

1. Completed applications are to be processed by Vocational Management Services personnel as follows:

a. Sort applications into separate batches by county (maximum number of 21 batches). Applications are sorted into separate batches to facilitate the editing of keypunched cards later. Also, reference can be made to an application in a batch more easily than looking through all applications.

b. Edit FORM NJDE531-1 (3/71) as follows:

(1) Enter key field data (county code, LEA code, program area code, page) in the fields provided in the box in the right-hand corner of page A. Key field data should be annotated on subsequent pages for identification purposes. However, key field data will be picked up from page A for keypunching. Refer to Table 4 for county codes and Table 5 for Program area (application) codes.

TABLE 4

COUNTY CODES

<u>County Code</u>	<u>County Name</u>
01	Atlantic
03	Bergen
05	Burlington
07	Camden
09	Cape May
11	Cumberland
13	Essex
15	Gloucester
17	Hudson
19	Hunterdon
21	Mercer
23	Middlesex
25	Monmouth
27	Morris
29	Ocean
31	Passaic
33	Salem
35	Somerset
37	Sussex
39	Union
41	Warren

TABLE 5

PROGRAM (APPLICATION) CODES FOR FY74 AND
FUTURE APPLICATIONS

Program Code

A	Agricultural Education (including Cooperative Education)
B	Distributive Education (including Cooperative Education)
C	Health Occupations Education (including Cooperative Education)
D	Home Economics Education (including Cooperative Education)
E	Consumer and Homemaking Education
F	Office Occupations (including Cooperative Education)
G	Technical Education (including Cooperative Education)
H	Vocational-Industrial Education (including Cooperative Education)
I	Employment Orientation
J	Introduction to Vocations
K	Technology for Children
L	Vocational Guidance and Counseling
M	Apprenticeship Training
N	Career Development (total sequential development non-adult)

- (2) Check data entries to insure they are numeric or alphanumeric, as appropriate, are up to the permitted number of characters for each field, and correct fields as necessary. Refer to the keypunch instructions below and the application preparation instructions for field formats.
- (3) Special edit is required as follows:
 - (a) Line entries on pages C and D must correspond to the appropriate course line on page B, i.e., line 1 entries on pages B, C, and D are about the same course, line 2 on these pages correspond to the next course, and so on. Therefore, the financial data on page D for each course listed on page B must be on corresponding lines, and there must be financial data (page D) for each course.
 - (b) Enrollment data (page C) are limited to the finite list of enrollment categories provided in the preparation instructions. Accordingly, all

other data for other than the approved enrollment categories will not be used.

- (c) Insure cost data are entered as whole numbers, i.e., dollar sign, commas, decimal points, and cents are invalid entries in the cost fields.
- (d) Review the cost data for reasonableness, and correct, as appropriate, in consultation with the proper LEA. (The total cost field will not be keypunched and input to the system, but will be calculated by the system.)
- (e) The FIRST-YEAR field (Item 5, page B) should have a check in the new column if the application year is the first year the course is to be given; otherwise enter the last two digits of the first year the course was given in the box marked "ongoing."

(f) The purpose code is entered by the program analysts at the State office. Only one purpose is allowed per course. To make things easier for the keypunchers, enter the purpose code in the first column given on page D, instead of checking the appropriate column. Refer to Table 6 for a list of purpose codes.

c. Edit RAMIS VEF APPLICATION WORKSHEET in accordance with Paragraph 2.2-1b above, as appropriate, and the following:

- (1) Each WORKSHEET must have a completed enrollment sheet (page C) attached to it. Key-field data for page 2 (enrollment sheet) will be picked up by keypunchers from page 1.
- (2) Enter the last two digits of the first year the course was given in the FIRST-YEAR field.

3.3 Keypunching Instructions

1. Keypunch FORM NJDE531-1 (3/71) as follows (item numbers in instructions below refer to fields in Exhibit III).

TABLE 6

PURPOSE CODE (FUND CATEGORIES)

<u>Purpose Code</u>	<u>Purpose</u>
A	Adult
DIS	Disadvantaged
HAN	Handicapped
PS	Post-Secondary
RES	Research
S	Secondary
D	Exemploy
G	Cooperative
F	Consumer and Homemaking Education

Card Columns

<u>Page A</u>	<u>Explanation</u>
1-2	County (always numeric - pull application if not numeric and correct).
3-6	LEA - generally numeric, but alphabetics are valid.
7	Program areas on application are always alphabetic.
8	Page code (numeric 1-9 or alphabetic A-Z; this becomes the first digit of the course number).

NOTE: Columns 1-8 is the control key for every card in the set (Pages A through E of the application) and is punched on every card in the application set. The control key field is in the box in the upper right hand corner of the sheet.

Card Columns

<u>Page B</u>	<u>Explanation</u>
1-8	Control key field from box in upper right hand corner.
9	Page Letter = B
10-11	Line Control number, preprinted, is always numeric.*
12-36	Item 1: Course title or project. Left Justify, typing exactly as appearing for up to 25 characters.

*Note: For FY74 processing, the course number consisted of the page number (punched in column 8) plus the line control number; this makes a three digit number; as you will notice, NJVOC allows 4 digits for the course number. This was set up to allow for a change that has not been made yet. It will be advisable to watch for any inconsistencies in this field that arise out of this change of policy.

Card Columns

Page B Continued

Explanation

37-44	Item 2: OE Code. Left Justify, typing numbers only, without punctuation, for up to 8 digits.
45-49	Item 3: Starting Date. Left Justify, typing exactly as appearing for up to 5 characters in the form MM/YY where MM is the numeric code of the month and YY is the last two digits of the year.
50-54	Item 3: Ending Date. Left Justify, typing exactly as appearing for up to 5 characters in the form MM/YY as for the starting date.
55-56	Item 4: Number of Weeks the course is to run as a whole number. Round up if any fractions occur.
57-58	From Item 5 as follows: If there is a number in the "ongoing" box, punch the number. If "ongoing" is checked, punch XX; if New is checked, punch last two digits of the current year.
59-78	Item 7: School name; punch as it appears for up to 20 characters.**
79	Item 9 as follows: Punch Y if yes as checked, or N if no as checked.

**Note: For keypunching purposes, to allow the whole record to fit on one card, we only allowed 20 columns for the school name; the field in NJVOC is actually 25 characters.

Card Columns

Page C

Explanation

1-8	Control key field from page B.
9	Page Letter = C.
10-11	Preprinted line control number.
12	"M" or "F".
13-48	Estimated Grade Level Enrollment. A maximum of up to 6 fields for grade level enrollment per card (for card type C) of each characters as follows:

First two characters of enrollment field - punch one of following abbreviations to identify enrollment category :

<u>Use</u>	<u>For</u>	<u>Use</u>	<u>For</u>
N3	N-3	11	11
46	4-6	12	12
78	7-8	PS	Post-Secondary
09	9	AA	Apprentice
10	10	NA	Non-Apprentice
		UE	Ungraded Elementary
		US	Ungraded Secondary

Third character of enrollment field - punch R, D, or H, as appropriate to identify student type.

Fourth to sixth characters of field - punch the value contained under an enrollment category for a student type (right-justify, numerics only).

Use as many cards of this type as necessary to punch enrollment for a course.

Card Columns

Page D

Explanation

1-8	Control key field from page B.
9	Page Letter = D.
10-11	Preprinted line control number.

NOTE: Except for Item 12, Number of minutes spent per week, all fields represent dollar figures: Use only whole dollars, dropping any decimals, dollar signs, and cents. Right justify, typing numerics only.

12-17	Item 11: Teachers total salary.
18-21	Item 12: Number of minutes spent per week.
22-25	on listed courses
	on other courses
	Item 13 as follows:
26-31	13a. Teacher Pro-Rated Salary
32-36	13b. Teacher and Student Travel
37-42	13c. Supplies Costs
43-48	13d. Tool and Equipment Purchase
49-54	13e. Equipment Rental
55-60	13f. Other Costs
61-66	Item 14: Total Request for funds
67-72	Item 15: Local Contribution
73-75	Purpose as follows: Purpose should be filled in first box under "FOR STATE USE ONLY", if not, type the 1-3 letter code which is in the box checked; Left-Justify.

Card Columns

Page E

Explanation

1-8	Control key field from box in upper right-hand corner.
9	Page Letter = E

NOTE: For cost figures, use only whole dollars, dropping any dollar signs, decimal prints, and cents. Right justify, and punch numerics only.

10-16	Cost Estimation, Fiscal Year of Funding Request.
17-23	Enrollment Estimation, Fiscal Year of Request.

Enter cost estimation and enrollment estimation for each of next four fiscal years:

24-30	Cost Estimation	FY 19NM
31-37	Enrollment Estimation	FY 19NM
38-44	Cost Estimation	FY 19NN
45-51	Enrollment Estimation	FY 19NN
52-58	Cost Estimation	FY 19NY
59-65	Enrollment Estimation	FY 19NY
66-72	Cost Estimation	FY 19NZ
73-79	Enrollment Estimation	FY 19NZ

2. Key punch RAMIS VEF APPLICATION WORKSHEET as follows:

Card Column

<u>Card 1</u>	<u>- Descriptive Data</u>	<u>Explanation</u>
1-2		CO - County Code
3-6		LEA
7-10		APPL -- Application Code
11-13		COURSE - Course Code
14-38		CRSE-NAME
39-63		SCHOOL-NAME
64-71		OECODE
80		Enter 1

Card 2 - Financial Data

1-13	Duplicate from Card 1
14-21	FY-1 REQT
22-27	PRO-SAL - Prorated Salary
28-33	TRAV - Travel Expenses
34-39	SUPPLS - Supplies Costs
40-45	EQ-PUR - Equipment Purchase Costs
46-51	EQ-RENT - Equipment Rental Costs
52-57	SAL-OTHER
58-63	MISC
64-71	FY TOTAL
72-73	FIRST-YEAR Code
74-76	Purpose (if change)
80	Enter 2

NOTE: Do not punch commas in numeric fields (Card 2, CC14-73). If field has ----- or blank, leave blank.

CARDS 1 and 2 include descriptive and financial data about the course.

Card 3 - Enrollment Data

1-2	County Code	}	Duplicate from Card 1
3-6	LEA		
7-10	Application Code		
11	Page Number		
12-13	Line control number - preprinted on form.		
14	M or F, as appropriate.		
15-74	Estimated grade level enrollment. A maximum of up to 10 fields of 6 characters each is permitted as follows:		

- First 2 characters of enrollment field is one of the following abbreviations to identify enrollment category for which an estimate is being recorded:

<u>Use</u> <u>Code</u>	<u>For</u> <u>Enrollment</u> <u>Category</u>	<u>Use</u> <u>Code</u>	<u>For</u> <u>Enrollment</u> <u>Category</u>
N3	N-3	12	12
46	4-6	PS	Post-Secondary
78	7-8	AA	Apprentice
09	9	NA	Non-Apprentice
10	10	UE	Ungraded-elementary
11	11	US	Ungraded-secondary

- Third character of field - punch R, D, or H, as appropriate to identify student type.
- Fourth to sixth characters of field - punch the value annotated under the enrollment category cited in the first two characters of the field for the student coded in the 3rd character of the field (right - justify, numerics only).

NOTE: Punch as many of the Enrollment Data cards as necessary per data sheet to enter the coded data, duplicating CCI-11 for each card after the first card. Cards should be punched for only lines with coded entries.

3. It is recommended that the total FY request on the worksheets (CARD 2, CC64-71) or FORM NJDE531-1 (3/71), (Page D, CC61-66) not be keypunched, since this amount is frequently not accurate. Furthermore, it is suggested that RAMIS be used to calculate the total.

Chapter 4

EDIT AND INPUT PROCEDURES

4.0 Introduction

Once the application forms have been completed, collected, manually edited, and keypunched, processing for inputting the data into SVEA-MIS can begin. In this chapter procedures for the input of data, including automated editing of data and input to SVEA-MIS RAMIS files, will be discussed.

4.1 Editing of Data

1. Editing of the keypunched cards is required to discover and correct any keypunch errors or other incorrect entries missed during the manual audit. The applications data is sorted and input into several CSS files. The CSS data files are then read into a RAMIS file used to store data to be edited. RAMIS tables are run to check for common errors. Action is then taken to correct any errors.
2. The batch card deck is sorted by card type by application type. A card type corresponds to the page letter of the application, and the application type to the new applications form (NJDE531-1) or WORKSHEET form.
 - a. Each card type of the batch will be labelled as NN-MMAA, where NN is the application year, e.g. 74 MM is the batch number, e.g. 01, 03,...44, and so forth,

AA is any of the following:

W = old worksheet (one character)

E = old enrollment sheet (one character)

NB = page B new application form

NC = page C new application form

ND = page D new application form

(1) Thus, each batch will have up to five separate decks corresponding to page number by application type

(2) The label assigned above to a card type is also the filename of the CSS file in which the data will be stored.

- b. First, divide the cards into three decks: one for the old worksheet cards, one for the old enrollment cards, and one pile for all the new cards. Before the two old decks, insert a card with "OFFLINE READ NN-MMAA" as defined in paragraph 4.12a above. Before the new cards, insert a card with "OFFLINE READ NN-MMAA". Send the data cards to NCSS to be input via the card reader. The new card must still be sorted by card type; in addition, the course number must be in one continuous field. As the cards are punched, the first digit of the course number is in column 8 and the last two digits are in 10 and 11. These digits can be switched with the CSS edit facility, and then the cards sorted by card-type with the CSS sort option. Then the file can be divided into three files with the naming conventions discussed.

- c. A small RAMIS file called VOCXXX has been created to edit the applications data in the CSS files. The CSS file DESFILE DATA, shown in Figure 2, contains the RAMIS procedure which defines file VOCXXX to the MASTER file of the RAMIS data base.
- (1) Use CSS edit procedures to edit DESFILE DATA so that the first two XX's of the file name VOCXXX correspond to the application year and the last X to differentiate various edit files, if more than one edit file is kept at the same time.
 - (2) The above file description was input to the RAMIS database by typing in CSS mode "ramisin desfile data." Refer to Table 7 for the file description of file VOCXXX.
- d. CSS file INVOL DATA contains the RAMIS procedure which inputs old applications data from the CSS files (Paragraph 4.1-2b) into the RAMIS file VOCXXX. See Table 8 for a listing of INVOL DATA.
- (1) Edit INVOL DATA with CSS edit procedures to change the READ and FILE statements to use the appropriate file name of the data to be input.
 - (2) Execute INVOL data by typing in CSS mode:

"ramisin invol data"
 - (3) Execution of the INCLUDE phase of INVOL DATA can cause rejection of records if the key data (CO, LEA, APPL, C) in the enrollment record does not match the key data of a top level record entered in the INPUT step of INVOL DATA.
 - (a) Check punch card to determine if fields conform to the description on the FORM and ORDER cards in INVOL DATA, and also refer to the original application to check the key field data.
 - (b) Correct the data cards, input these corrected cards into a separate CSS file, and execute a CSS file which contains only the INCLUDE portion of INVOL DATA.

Figure 2 - CSS File DESFILE DATA

```
INPUT
FILE MASTER
1=VOCXXX,1,20,COUNTY,CO,A2,$
2=2,10,LEA,L,A4,$
2=3,2,APPL,A,A4,$
2=4,4,COURSE,C,A3,$
4=COURSE-NAME,CN,A25,$
4=SCHOOL-NAME,SCHN,A25,$
4=OE-CODE,O,A8,$
4=FIRST-YR,FSYR,A4,$
4=TCHR-SAL,TSAL,18,$
4=PURP-USE,PU,A4,$
4=LOC,LOC,18,$
4=SRC-AMT,SA,18,$
4=PRO-SAL,PSAL,18,$
4=TRAVEL,TRV,18,$
4=SUPPLS,SUP,18,$
4=EQUIP-PR,EQP,18,$
4=EQUIP-RT,EQR,18,$
4=MISC-CST,MISC,18,$
4=OTHER-SAL,OSAL,18,$
2=5,2,STUTY,STY,A4,$
4=GRADE,G,A4,$
4=SEX,SEX,A1,$
4=ENROLL,STU,18,$
END
```

TABLE 7
RAMIS FILE DESCRIPTION
FOR FILE VOCXXX*

PAGE 1

DESCRIPTION FOR RAMIS FILE NAMED VOC741 04/25/73						
LIST	FIELD NAME	SYNONYM	TYPE	LENGTH	LEVEL	SEGMENT
1	COUNTY	CO	A	2	1	30
2	LEA	L	A	4	2	14
3	APPL	A	A	4	3	3
**4	COURSE	C	A	3	4	4
5	COURSE-NAME	CN	A	25	4	4
6	SCHOOL-NAME	SCHN	A	25	4	4
7	OE-CODE	O	A	8	4	4
8	FIRST-YR	FSYR	A	4	4	4
9	TCHR-SAL	TSAL	I	8	4	4
10	PURP-USE	PU	A	4	4	4
11	LOC	LOC	I	8	4	4
12	SRC-AMT	SA	I	8	4	4
13	PRO-SAL	PSAL	I	8	4	4
14	TRAVEL	TRV	I	8	4	4
15	SUPPLS	SUP	I	8	4	4
16	EQUIP-PR	EQP	I	8	4	4
17	EQUIP-RT	EQR	I	8	4	4
18	MISC-CST	MISC	I	8	4	4
19	OTHER-SAL	OSAL	I	8	4	4
20	STUTY	STY	A	4	5	2
21	GRADE	G	A	4	5	2
22	SEX	SEX	A	1	5	2
23	ENROLL	STU	I	8	5	2

*Replace the first two Xs with last two digits of fiscal year, and last X with a character to differentiate various RAMIS edit files in use.

**Course is given 3 characters, if all four are being used, the file description for VOCXXX must be changed accordingly.

TABLE 8

CSS FILE INVOL DATA - RAMIS Procedure for Inputting old applications data to RAMIS

Edit file.

Reads page 1 of
old applications
form from CSS
file and inputs
to RAMIS file
for editing

```
INPUT
READ/74-26W DATA
RECORD/80
ORDER/1,2,3,4,5,6,7,13,14,15,16,17,19,18,12,8,10
FORM/2,4,4,3,25,25,8,X9
FORM/X21,6,6,6,6,6,6,8,2,3
FILE VOCXXX
END
```

Reads page 2 of
old applications
form from CSS
file and inputs
to RAMIS file
for editing.

```
INCLUDE
READ/74-26E DATA
RECORD/80
ORDER/1,2,3,4,22,21,20,23,21,20,23,21,20,23,21,20,23,21,20,23,
ORDER/21,20,23,21,20,23,21,20,23,21,20,23
FORM/2,4,4,3,1,2,1,3,C2,C1,C3,C2,C1,C3,C2,C1,C3,C2,C1,C3,
FORM/C2,C1,C3,C2,C1,C3,C2,C1,C3,C2,C1,C3,C2,C1,C3
SET/20,21,22,23
FILE VOCXXX
END
```

e. CSS file INVO2 DATA contains the RAMIS procedure which inputs new application data from the CSS files into the RAMIS file VOCXXX. See Table 9 for a listing of INVO2 DATA.

- (1) Proceed as in paragraphs 4.1-2d, (1) to (2) to edit and execute INVO2 DATA procedure.
- (2) Correct any rejected records as discussed in paragraph 4.1-2d, (3) above. In addition, the number of "D" card records entered in the file must equal the number of "B" card records input. Financial data ("D" records) are required for every course. Accordingly, if the number of "B" records is greater than D records, indicating missing financial records, run a RAMIS table testing for zeros in the funds fields.
 - (a) Refer to the original application or LEA, as appropriate, for missing financial data.
 - (b) Use RAMIS "SCAN" procedures to input the financial figures.

3. The RAMIS procedures in CSS file EDTABIN DATA will be executed to produce several RAMIS tables used to check certain common data errors such as total amount requested not being equal to the sum of the detail fields, invalid characters in all fields (dollar signs, commas, etc.) Refer to Table 10 for a listing of EDTABIN DATA.

- a. Edit EDTABIN DATA using CSS edit procedures to change the file name, batch number, and RAMIS statements, as necessary, to reflect the appropriate file, batch and fiscal year applications being edited.
- b. Execute EDTABIN DATA by typing in CSS mode:

"ramisin edtabin data"

TABLE 9

CSS FILE INVO2 DATA - Procedure for Inputting
new applications data to RAMIS Edit File

```

INPUT
READ/74-26NB DATA
RECORD/80
ORDER/1,2,3,4,5,7,8,6
FORM/2,4,1,X1,3,25,8,X12,2,20,X2
FILE VOCXXX
END
UPDATE
READ/74-26ND DATA
RECORD/80
ORDER/1,2,3,4,9,13,14,15,16,17,18,12,11,10
FORM/2,4,1,X1,3,6,X8,6,5,6,6,6,6,3
SET/9,10,11,12,13,14,15,16,17,18
FILE VOCXXX
END

```

```

INCLUDE
READ/74-26MC DATA
RECORD/80
ORDER/1,2,3,4,22,21,20,23,21,20,23,21,20,23,21,20,23,
ORDER/21,20,23,21,20,23,21,20,23,21,20,23
FORM/2,4,1,X1,3,1,2,1,3,C2,C1,C3,C2,C1,C3,C2,C1,C3,
FORM/C2,C1,C3,C2,C1,C3,C2,C1,C3,C2,C1,C3
SET/20,21,22,23
FILE VOCXXX
END

```

- c. The tables in EDTABIN DATA accomplish the following:
- (1) Table 10A will print a record if the sum of detail requests do not equal total requests.*
 - (2) Table 10B will print a record if a decimal point is in the OE code field.
 - (3) Table 10C will print a record if the total request field is zero.
 - (4) Table 10D will print a record if the total request field exceeds \$100,000.
 - (5) Table 10E will print a record if the course name field is blank.
 - (6) Table 10F will print a record if the school name field is blank.
 - (7) Table 10G tests the first year field for a valid entry.
 - (8) Table 10H tests the student type field and sex field for valid code if enrollment value entered.
 - (9) Table 10I will print a record if total course enrollment is negative or exceeds 500.
 - (10) Table 10J provides a count of courses by LEA and by program.
- d. Refer to the original applications or LEAs, as appropriate to determine correct data for errors discovered by reviewing the tables produced by executing EDTABIN DATA. Input corrections to the appropriate RAMIS edit files (VOCXXX) using the RAMIS SCAN or UPDATE features.

4.2 Input of Edited Data to Main SVEA-MIS File

1. Once the batch has been edited and corrected, the data can be input to NJVOC, the main file in SVEA-MIS. This is accomplished as follows:

*This is unnecessary if the total amount requested is not key-punched, but calculated by RAMIS, as suggested.

TABLE 10

CSS FILE EDTABIN DATA - Various RAMIS table (report) routines for editing applications data.

```

A. OFFLINE
   DEFINE
   FILE VOCXXX
   SUM/18=PSAL + TRV+SUP+EQP+EQR+MISC+OSAL
   FLAG/11 = IF SUM NE SA THEN 1 ELSE 0
   END
   TABLE
   HEADING
   BATCH 74-26      4 DECEMBER, 1972
   TABLE OF APPLICATIONS WHERE SUM OF DETAIL NOT EQUAL TO TOTAL REQUEST

   NOTE: PURPOSE ONLY APPEARS IF THERE IS A CHANGE
   OR IT IS A NEW APPLICATION
   FILE VOCXXX
   PRINT PU AND SA AS '74-REQT' AND PSAL AND TRV AND SUP AND EQP AND
   EQR AND MISC AND OSAL AND SUM BY CO BY L BY A BY C
   ON C FOLD-LINE
   IF FLAG IS 1
   END

B. TABLE
   HEADING
   BATCH 74-26      4 DECEMBER
   CHECK TO SEE IF DECIMAL POINT PUNCHED IN OE CODE

   FILE VOCXXX
   PRINT O BY CO BY L BY A BY C
   IF O IS $.$$$$$
   END

C. TABLE
   HEADING
   BATCH 74-26      4 DECEMBER
   CHECK TO SEE IF REQUEST IS ZERO

   FILE VOCXXX
   PRINT PU BY CO BY L BY A BY C
   IF SA IS LESS-THAN 1
   END

```

TABLE 10 (cont'd)

```

D.  TABLE
    HEADING
    BATCH 74-26      4 DECEMBER
    CHECK TO SEE IF REQUEST EXCEEDS $100,000

    FILE VOCXXX
    PRINT PU AND SA AS '74-REQT' AND PSAL AND TRV AND SUP AND EQP
    AND LQR AND MISC AND OSAL BY CO BY L BY A BY C
    ON C FOLD-LINE
    IF SA IS-MORE-THAN 100000
    END

E.  TABLE
    HEADING
    BATCH 74-26      4 DECEMBER
    CHECK TO SEE IF BLANK COURSE NAME

    FILE VOCXXX
    PRINT CN BY CO BY L BY A BY C
    IF CN IS '*' $'
    END

F.  TABLE
    HEADING
    BATCH 74-26      4 DECEMBER
    CHECK TO SEE IF BLANK SCHOOL NAME

    FILE VOCXXX
    PRINT SCHN BY CO BY L BY A BY C
    IF SCHN IS '*' $'
    END

G.  DEFINE
    FILE VOCXXX
    FLAG/11 = IF FSyr LT '64' OR FSyr GT '74' THEN 1 ELSE 0
    END
    TABLE
    HEADING
    BATCH 74-26      4 DECEMBER
    CHECK TO SEE IF VALID 'FIRST-YEAR' FIELD

    FILE VOCXXX
    PRINT FSyr BY CO BY L BY A BY C
    IF FLAG IS 1
    END
  
```

TABLE 10 (cont'd)

```

H.  DEFINE
     FILE VOCXXX
     BLANK/11 = IF STY EQ ' ' AND STU EQ 0 THEN 1 ELSE 0
     FLAG/11 = IF (STY NE 'D' AND STY NE 'H' AND STY NE 'R') OR (SEX NE
     'M' AND SEX NE 'F') THEN 1 ELSE 0
     END
     TABLE
     HEADING
     BATCH 74-26      4 DECEMBER
     CHECK TO SEE IF VALID ENROLLMENT DATA

     FILE VOCXXX
     PRINT STY AND G AND SEX AND STU
     BY CO BY L BY A BY C
     IF BLANK IS-NOT 1
     IF FLAG IS 1
     END

I.  TABLE
     FILE VOCXXX
     WRITE STU AND HOLD BY CO BY L BY A BY C
     END
     DEFINE
     FILE HOLD
     FLAG/11 = IF E05 LT 0 OR E05 GT 500 THEN 1 ELSE 0
     END
     TABLE
     HEADING
     BATCH 74-26      4 DECEMBER
     CHECK TO SEE IF TOTAL COURSE ENROLLMENT IS NEGATIVE OR EXCEEDS 500

     FILE HOLD
     PRINT E05 BY E01 BY E02 BY E03 BY E04
     IF FLAG IS 1
     END

```

TABLE 10 (cont'd)

J. TABLE
 HEADING
 BATCH 74-26 4 DECEMBER
 COUNT COURSES BY LEA BY PROGRAM
 . FILE VOCXXX
 COUNT C BY CO BY L BY A AS 'PROG'
 END

- a. Spinoff all edited data except enrollment, from the RAMIS file VOCXXX with the following procedure:

TABLEF

FILE VOCXXX

PRINT C AND CN AND SCHN AND O AND FSYR
AND TSAL AND PU AND LOC AND SA AND PSAL
AND TRV AND SUP AND EQP AND EQR AND MISC
AND OSAL AND SAVF BY CO BY L BY A
END

and include in NJVOC, the main RAMIS file in SVER-MIS,
as follows:

INCLUDE

READ/FILE FTD4F001

ORDER/1,5,11,14,15,17,16,18,29,22,28,37,20,31,
32,23,34,36,35

INSERT/21 = NN

FORM/2,4,4,3,25,25,8,4,8,4,8,8,8, 8,8,8,8,8

SET/11

RECORD/160

FILE NJVOC

END

where FILE FT04F001 is the default spinoff file on
NCSS when no FILEDEF is given.

NN Represents the last 2 numbers of the application
year.

SET/11 Assumes that the CO and LEA are in the file from
previous years. The APPL (application code)

may or may not be in the file. If the LEA is not in the file, it indicates an LEA which must be entered into the upper level file UPLEV and NJVOC. After the new LEA is input to file NJVOC with the appropriate LEA level data, such as LEA-name, LEA-type, etc., then the rejected records can be included in the file. The LEA must also be included in file UPLEV. See Paragraph 5.2 for detailed procedures for reviewing file UPLEV.

- b. Since the default filedef for the save file was used in the previous step and a default spinoff is used in the next step, the following must be typed in to clear the filedef of the previous spinoff so that the new save file can be set up properly:

```
ERASE FILE FT04F001
```

```
IPL CSS
```

- c. Spinoff edited enrollment data from the RAMIS file VOCXXX as follows:

```
TABLEF
```

```
FILE VOCXXX
```

```
PRINT STY AND G AND SEX AND STV AND SAVE
```

```
BY CO BYL BYA BYC
```

```
IF STY IS-NOT '*$'
```

```
END
```


and include the enrollment data in NJVOC as follows:

INCLUDE

READ/FILE FT04F001

ORDER/1,5,11,14,61,62,63,64

INSERT/21 = NN

FORM/2,4,4,3,4,4,1,8

RECORD/32

SET/61

FILE NJVOC

END

Chapter 5

PRELIMINARY OUTPUT REPORTS AND RANKING PROCEDURES

5.0 Introduction

1. In Chapter 4, procedures were presented for editing applications data by batch and entering the edited data into the main SVEA-MIS file NJVOC. This procedure is repeated until all batches are processed and the data input to NJVOC. Accordingly, preliminary RAMIS reports can now be generated from NJVOC for further review and correction, and the courses "ranked" based upon course and LEA characteristics.

5.1 Preliminary Output Reports

1. CSS file PRELRPT DATA contains the RAMIS procedure for generating two RAMIS reports from NJVOC, one of which lists the total amount of funds requested across purpose by application, and another report which shows detail amounts, requested by county, by LEA, by application, and by course. The reports can be reviewed by the program analyst to insure that the applications data are now stored in NJVOC, and as a final error screen before processing continues. Refer to Table 11 for a listing of PRELRPT DATA.

- a. Execute PRELRPT DATA by typing in CSS mode:

"ramisin prelrpt data."

TABLE 11

Listing of CSS File PRELRPT DATA

OFFLINE

TABLE

HEADING

REQUESTED AMOUNTS BY CO BY LEA

.
FILE NJVOC
WRITE RSAL AND RTRV AND RSUP AND REQ
AND REQR AND RMISC AND ROSAL AND RTOT
BY CO BY L BY LN BY A BY C BY CN
ON CN FOLD-LINE
ON L PAGE-BREAK
ON L SUB-TOTAL
IF AY IS 74
END

TABLE

HEADING

FY74 SUMMARY TABLE

REQUESTED AMOUNTS ACROSS PURPOSE BY APPLICATION

.
FILE NJVOC
WRITE RTOT AND ROW-TOTAL AND COLUMN-TOTAL
ACROSS PU BY A
IF AY IS 74
END

- b. Refer to Exhibit IV and Exhibit V for samples of the reports referenced above.
- c. Review the preliminary reports for any errors missed during the edit phase, such as blank fields, invalid punches, etc., and input the corrections into NJVOC using RAMIS SCAN procedures.
- d. Volume IX, Section 3 shows other reports which can be produced by regular RAMIS table procedures.

5.2 Ranking Procedure

1. Introduction

- a. The ranking procedure involves the ranking of funding requests for a course on the basis of certain course characteristics, such as students served (regular, handicapped, disadvantaged) and grade level, and LEA characteristics, such as state-aid per pupil, dropout rate, total tax-effort, model-city code, and location code. These basic data about a LEA are translated into codes which are used to calculate the course rank, the courses with the highest rank (largest number) being considered first for funding.
- b. The ranking procedure requires the use of the "upper level" RAMIS file called UPLEV which was previously described in Chapter III. The last five fields of UPLEV (fields 18 to 22) contain the LEA's rank codes which are used to calculate the courses overall rank.

EXHIBIT IV

SAMPLE PRELIMINARY RAMIS REPORT OUTPUT
FROM NJVOC - TOTAL AMOUNT OF FUNDS REQUESTED
ACROSS PURPOSE BY APPLICATION

AND

EXHIBIT V

SAMPLE PRELIMINARY RAMIS REPORT OUTPUT
FROM FILE NJVOC - DETAIL AMOUNTS REQUESTED
BY COUNTY, BY LEA, BY APPLICATION AND BY COURSE

EXHIBIT IV

SAMPLE PRELIMINARY RAMIS REPORT OUTPUTS FROM NJVOC-
TOTAL AMOUNT OF FUNDS REQUESTED ACROSS PURPOSE BY
APPLICATION

FY74 SUMMARY TABLE
REQUESTED AMOUNTS ACROSS PURPOSE BY APPLICATION

APPL	PURPOSE A	D	DIS	F	G	HAN	PS	S
A	57571	0	121174	0	4743	82532	82123	731236
R	74890	0	624064	0	1891923	16839	300678	424028
C	104323	-0	55201	0	101623	74298	4434636	871010
D	70198	0	517389	65500	263540	40723	319262	676566
E	28153	0	49961	2420564	0	7299	0	0
F	62070	0	606237	0	1536368	87248	1543586	4333855
G	159952	0	141101	0	0	0	3216528	1062913
H	860324	13800	1529645	0	2435226	720381	1467679	14417732
I	0	0	2756499	0	0	4086061	62475	92295
J	34860	0	1172124	0	0	458319	41410	1761228
K	0	1063675	0	0	0	0	0	0
L	14800	0	540837	0	0	8720	253809	777590
M	418826	0	29646	0	0	0	0	0
N	7700	84465	289530	0	0	26474	333241	802113
SCON	0	0	0	81203	0	0	0	0
TOTAL	1900671	1161940	8442405	2567267	6233423	5608053	12055427	25950566
								63920652

EXHIBIT V

SAMPLE PRELIMINARY RAMIS REPORT OUTPUT FROM FILE NJVOC- DETAIL AMOUNTS REQUESTED BY COUNTY, BY LEA, BY APPLICATION AND BY COURSE

REQUESTED AMOUNTS BY CO BY LEA

CO	LEA	LEA-NAME	PURPOSE	REQ-SAL	REQ-TRV	REQ-SUP	REQ-EQPR	REQ-EQRT	APPL	COURSE	COURSE-NAME
									REQ-MISC	REQ-OSAL	74REQUEST
09	0720	CAPE MAY COUNTY VOCATIONAL BOARD OF EDUCATION							A	101	AG & ENVIRONMENTAL SCI
	S			14700	0	0	800	0		0	0 15500
	S			7880	100	0	400	0	C	101	DENTAL ASSISTANT
	PS			14220	200	0	300	0		0	0 8380
	FS			4000	0	0	200	0		102	PRACTICAL NURSI NG I
	PS			8680	0	310	1600	0		0	0 14720
	S			8540	0	0	300	0		103	NURSES' AIDE
	PS			10580	0	0	300	0		0	0 4200
	S			9705	0	600	200	0		201	HOSPITAL TECHNICI AN ASS'T
	S			9380	0	600	400	0		0	0 10590
	PS			10630	0	0	500	0		202	MEDICAL ASS'T
	PS			13014	0	0	400	0		0	0 8840
	S			11680	0	0	250	0		203	PRACTICAL NURSING II
	PS			9080	0	0	300	0		0	0 10880
	S			9808	100	0	400	0	D	101	GARMENT CONSTRUCTION
	PS			12980	0	0	200	0		0	0 10505
	S			9705	0	0	300	0		102	SLIPCOVER, UPHOLSTERY
	S			9705	0	0	200	0		0	0 10380
	S			12380	0	0	0	0	F	101	OFFICE OCCUPATIONS
	S			11730	0	0	400	0		0	0 11130
	S			9380	0	0	0	0	G	101	AUTOMOTIVE TECHNOLOGY
	S			9755	0	0	300	0		0	0 13414
	S			9705	0	0	0	0		102	CONSTRUCTION TECH.
										0	0 11930
										103	ELECTRONICS TECH.
										0	0 9380
										104	MARINE ENVIR. TECH.
										0	0 10308
										105	DRAFTING DESIGN TECH.
										0	0 13180
									H	101	MECH ELEC REPAIR
										0	0 10005
										102	AUTOMOTIVE MECHANICS
										0	0 9905
										103	BEAUTY CULTURE
										0	0 12380
										104	BUILDING TRADES
										0	0 12130
										105	FOODS OCCUPATIONS
										0	0 9380
										106	PRINTING
										0	0 10055
										107	AIR COND & REFRIG
										0	0 9705

- c. Procedures for the review of tax-effort data, state-aid data, and dropout rate data, and the determination of the corresponding ranks are described in Paragraphs 5.2-2a and 5.2-2b below. The determination of the rank code for model city data and location type data are presented in Paragraph 5.2-2c.

2. Review and Update of File UPLEV

- a. CSS file REVUPL DATA contains the RAMIS procedures for generating a report from file UPLEV listing tax effort, state-aid per pupil and dropout rate by county, by LEA, and a report from File NJVOC showing LEA-name by county, by LEA. The former report is used to annotate changes in the data for tax effort, state-aid and dropout rate. The latter report is compared to the UPLEV report to insure there are corresponding LEA entries in both UPLEV and NJVOC. LEA's new to NJVOC requires that LEA level data applications received from must be input to UPLEV. See Table 12 for a listing of REVUPL DATA.

- (1) Execute REVUPL DATA by typing in CSS mode:

"ramisin revupl data."

- (2) Review the basic data on the UPLEV report against the most recent data provided by the Division of Vocational Education and as contained in Basic Statistical Data of New Jersey School Districts. Annotate the revised figures for tax-efforts, state-aid, and dropout rate on the printout. If a data element value is not provided for a LEA, use the appropriate county average.

TABLE 12

Listing of CSS File REVUPL DATA

```
OFFLINE
TABLE
FILE UPLEV
PRINT LTF AND LSTAD AND LDOR
BY CO BY L
END
TABLE
FILE NJVOC
PRINT LEA-NAME
BY CO BY LEA
END
```

Generates a report from
UPLEV which displays tax-
effort, state-aid per pupil,
and dropout rate by county
by LEA.

Generates a report from
file NJVOC which displays
LEA name by county by LEA.

- b. The rank codes for tax-effort, state-aid per pupil, and dropout rate are determined in the following steps:

- (1) Execute the following procedure which creates a CSS file RANKCD DATA containing tax-effort, state-aid, and dropout rate by CO by LEA for every LEA in UPLEV: Type in "filedef 04 disk ranked data pl recfm fb 1recl 24 blksize 240" and run the following RAMIS procedure:

```
TABLE  
  
FILE UPLEV  
  
PRINT LTFE AND LSTAID AND LDOR AND SAVE  
  
BY CO BY L  
  
END
```

- (2) Edit RANKCD DATA, using CSS edit procedures to:
- (a) Input current values of the basic data (as annotated on the UPLEV report in Paragraph 5.2-b(1) (b)) for those LEA's in RANKCO DATA.
 - (b) Add basic data for LEA's not in RANKCO DATA and therefore not in file UPLEV (but appear in file NJVOC as determined in Paragraph 5.2-b(1) (b) above).
- (3) CSS file VEMAX FORTRAN contains a fortran program which reads RANKCD DATA, determines the minimum and maximum values for tax-effort, state-aid and dropout rate, and calculates a decile value for each data element as the difference between the maximum and the minimum values divided by ten. CSS file VESCORE FORTRAN contains a fortran program which reads RANKCD

DATA and the decile value for the above data elements, determines the ranking codes for tax-effort, state-aid, and dropout rate, and creates a new CSS file UPLCODE DATA, in which is stored the rank codes and basic data. See Table 13 and Table 14 for VEMAX FORTRAN and VESCORE FORTRAN, respectively.

- (d) Execute the VEMAX FORTRAN and VESCORE FORTRAN as follows: Type in the following FILEDEF statements to define a file being read as input (RANKCD DATA) by VEMAX FORTRAN and the data set output (VEDEC DATA) by VEMAX FORTRAN:

```
"filedef 01 dsk ranked data pl recfm fb lrecl
24 blksize 240"
"filedef 03 dsk vedec data pl recfm fb lrecl
52 blksize 520"
```

Execute VEMAX FORTRAN by typing in "run vemax"
Type in the follow FILEDEF statements to define the files being read as input (RANKCD DATA, VEDEC DATA), by VESCORE FORTRAN and the files being output (UPLCODE DATA) by VESCORE FORTRAN:

```
"filedef 01 dsk ranked data pl recfm fb lrecl
24 blksize 240"
"filedef 03 dsk vedec data pl recfm fb lrecl
52 blksize 520"
"filedef 02 dsk uplcode data pl recfm fb lrecl
32 blksize 320"
```

Execute VESCORE FORTRAN by typing in:

```
" run vescore"
```

- (4) CSS file INFLUPL DATA contains the RAMIS procedure for updating file UPLEV with the data contained in CSS file UPLCODE DATA for both LEA's already entered

TABLE 13

Listing of CSS File VEMAX FORTRAN

```

      INTEGER D,DMX,DMN
      TMX=3.00
      TMN=5.00
      SMX=300.00
      SMN=200.00
      DMX=100
      DMN=0
C
2    READ(1,5,END=50) T,S,D
5    FORMAT(7X,F5.2,F7.2,14)
      IF(T.EQ.0.0)GO TO 10
      IF(T.GT.TMN)GO TO 8
      TMN=T
      GO TO 10
8    IF(T.LE.TMX)GO TO 10
      TMX=T
10   IF(S.EQ.0.0)GO TO 20
      IF(S.GT.SMN)GO TO 12
      SMN=S
      GO TO 20
12   IF(S.LE.SMX)GO TO 20
      SMX=S
20   IF(D.GT.0)GO TO 30
      DMN=D
      GO TO 2
30   IF(D.LE.DMX)GO TO 2
      DMX=D
      GO TO 2
50   RT=TMX-TMN
      RS=SMX-SMN
      RD=DMX-DMN
      XT=RT/10.
      XS=RS/10.
      XD=RD/10.
      REWIND 1
      XDMN = DMN
      WRITE (3,33) TMN, SMN, XDMN, XT, XS, XD
33  FORMAT (6F8.8)
      STOP
      END

```

TABLE 14

Listing of CSS File VESCORE FORTRAN

```

      INTEGER CO,LEA
      DIMENSION TI(10),SI(10),DI(10)
      READ(3,5)TMN,SMN,DMN,XT,XS,XD
5      FORMAT(6F8.2)
      DO 20 I=1,10
      XI=I
      TI(I)=(TMN+(XT*XI))
      SI(I)=(SMN+(XS*XI))
      DI(I)=(DMN+(XD*XI))
23      CONTINUE
4      READ(1,6,END=50)CO,LEA,T,S,IDO
6      FORMAT(.2,1X,A4,F5.2,F7.2,I4)
      D=IDO
      DO 7 I=1,10
      IF(T.GT.TI(I)) GO TO 7
      IT=I
      GO TO 12
7      CONTINUE
      IT=10
12      DO 8 I=1,10
      IF(S.GT.SI(I))GO TO 8
      IS=I
      GO TO 14
8      CONTINUE
      IS=1
14      DO 9 I=1,10
      IF(D.GT.DI(I))GO TO 9
      ID=I
      GO TO 16
9      CONTINUE
      ID=10
16      WRITE(2,30)CO,LEA,T,S,IDO,IT,IS,ID
30      FORMAT(A2,1X,A4,F5.2,F7.2,I4,3I2)
      GO TO 4
50      STOP
      END

```

into or new to file UPLEV. File UPLCODE DATA contains the revised tax-effort, state-aid, and dropout rate data, and the corresponding rank codes. See Table 15 for a listing of INFLUPL DATA.

(a) Execute INFLUPL DATA by typing in CSS mode:

"ramisin influpl data"

c. The rank codes based upon the LEA's locale (location-type being either urban, rural, or suburban) and its being in a model city area are determined as follows:

(1) The CSS file LMRANK DATA contains the RAMIS procedure which determines the location-code rank and model city code rank and inputs these codes into files UPLEV as follows:

(a) The DEFINE procedure determines the location code rank and model-city code rank for each LEA in UPLEV.

(b) The TABLEF procedure creates a spinoff file of these rank codes, and

(c) The UPDATE procedure enters these codes into items 18 and 19 of file UPLEV. See Table 16 for a listing of LMRANK DATA.

(2) Execute LMRANK DATA by typing in CSS mode:

"ramisin lmrnk data"

d. The course rank is calculated in the following steps, once the rank codes for tax-effort, state-aid, dropout rate, location-type, and model-city type are determined:

TABLE 15
CSS File INFLUPL DATA

REVISE

REAL/UPLCODE DATA

RECORD/32

FORM/2,4,5,7,4,2,2,2

ORDER/1,9,15,16,17,20,21,22

UPDATE/15,16,17,20,21,22

INCLUDE/9

FILE UPLEV

END

TABLE 16
CSS File LMRANK DATA

DEFINE

FILE UPLEV

LCCD/I1 = IF SM EQ 'SMSA' AND CEN EQ 'Y' THEN 3

ELSE (IF SM EQ 'SMSA' AND CEN NE 'Y' THEN 1 ELSE 2)

MDCD/I1 = IF MOD EQ 'F' OR MOD EQ 'S' THEN 1 ELSE 0

END

TABLEF

FILE UPLEV

PRINT LCCD AND MDCD AND SAVE BY CO BY L

END

UPDATE

READ/FILE FT04F001

RECORD/8

ORDER/1,9,18,19

FORM/2,4,1,1

SET/18,19

FILE UPLEV

END

- (1) CSS file CLRATE DATA contains the RAMIS procedure to calculate the LEA-RATING, field 14 in file UPLEV, for each LEA. The LEA-RATING calculation uses rank codes for the data elements specified in Paragraph 5.2-b(4) above.
 - (a) Refer to Table 17 for a listing of CLRATE DATA.
 - (b) Execute CLRATE DATA by typing in CSS mode:
"ramisin clrate data"
- (2) CSS file INVLRATE DATA contains the RAMIS procedure to transfer the LEA-RATING by LEA from file UPLEV to the main file NJVOC and store the value in field 10, XILEA.
 - (a) Refer to Table 18 for a listing of INVLRATE DATA.
 - (b) Execute CLRATE DATA by typing in CSS mode:
"ramisin invlrate data"
- (3) The two course-level "weights" used in calculating the rank are STC and LEV. STC refers to the type of student taking the course, i.e., regular, disadvantaged or handicapped. The weight assigned is as follows: if disadvantaged only or disadvantaged and handicapped, assign a weight of 2; if handicapped only then 1; all others assign a weight of 3. LEV refers to the level of the course, i.e., if the course is at the secondary level, adult level, etc. Refer to Table 19 for the RAMIS procedure used in FY74 applications processing to calculate STC.

TABLE 17
CSS File CLRANK DATA

DEFINE

FILE UPLEV

LR/I4 = STDC + TXC + LDC + MDC + (LOC*2)

END

TABLET

FILE UPLEV

PRINT LR AND SAVE BY CO BY L

END

UPDATE

READ/FILE FT04F001

RECORD/12

ORDER/1,9,14

FORM/2,4,4

SET/14

FILE UPLEV

END

TABLE 19
CSS File INVLRATE DATA

TABLEF

FILE UPLEV

PRINT LEAR AND SAVE BY CO BY L

END

UPDATE

READ/FILE FT04F001

RECORD/12

ORDER/1,5,10

FORM/2,4,4

SET/10

FILE NJVOC

END

The code for LEV is calculated in a way similar to that of STC with a weight of 3 assigned if there was any secondary enrollment, a weight of 1 if only adult enrollment, and all other levels a weight of 2.

In order to determine the variable locations of the different grade levels in the hold file (see Table 19), a preliminary table must be run on file NJVOC to list all the grade level possibilities in the file type in the following RAMIS commands:

```
TABLE
FILE NJVCC
COUNT ENTRIES BY G
IF AY IS 74
IF STY IS-NOT '*' OR XXXX (excludes "dummy"
                           records)
END
```

This will give an alphabetic listing of the grade levels in the file. The hold file referred to in Table 19 also stores the values in alphabetic order. The field names would thus be the same for county, IEA, APPL, and Course, and the Grades would be in order beginning with E05. Thus, a simplified example would be the following. Suppose there were three entries in the file for grade, one student with a grade of AA, one in grade 12 and one in grade 03.

TABLE 19

RAMIS Procedure Used in FY74 Processing to Calculate Course Level Rank Code - STC

TABLE	SELECTS FROM FILE NJVOC, ALL FY74 COURSE RECORDS IN WHICH STUDENT TYPE (STY) IS NOT BLANK OR DOES NOT HAVE A DUMMY RECORD. THE FIELD NAMES HAVE THE FOLLOWING DESIGNATIONS WHEN USING FILE HOLD:	FILE HOLD FIELD NAME
FILE NJVOC	NJVOC Field Name	E01
WRITE STU AND HOLD ACROSS STY BY CO BY L	CO	E02
BY A BY C	L	E03
IF STY IS NOT '*' \$' OR XXXX	A	E04
IF AY IS 74	C	E05
END	STY=disadvantaged	E06
DEFINE	STY=handicapped	E07
FILE HOLD	STY=regular	
STUC /11 = IF E05 NE 0 AND E07 EQ 0 THEN 2 ELSE	Assigns a student code as follows:	
(IF E06 NE 0 AND E07 EQ 0 THEN 1 ELSE 3)	2 if disadvantaged are enrolled and regular are not enrolled	
END	1 if handicapped are enrolled and regular are not enrolled	
FILE HOLD	3 for all other student enrollments	
PRINT STUC AND SAVE BY E01 BY E02 BY		
E03 BY E04		
END		
UPDATE		
READ/FILE FT04F001		
RECORD/16		
ORDER/1,5,11,14,27		
INSERT/21 = 74		
FORM/2,4,4,4,1		
SET/27		
FILE NJVOC		
END		

Reads the student codes from FILE FT04F001 and inputs the code into field 27 of File NJVOC

Saves the Student Code in a spinoff file FILE FT04F001

Assigns a student code as follows:
 2 if disadvantaged are enrolled and regular are not enrolled
 1 if handicapped are enrolled and regular are not enrolled
 3 for all other student enrollments

The small table above would contain the following:

<u>GRADE</u>	<u>COUNT</u>
AA	1
03	1
12	1

Therefore, the hold file in the calculation routine would contain:

E05 = AA

E06 = 03

E07 = 12

The routine described in Table 19 would be modified as follows:

TABLE

FILE NJVOC

WRITE STU ACROSS G BY CO BY L

BY A BY C

IF STY IS-NOT '*'\$' or XXXX

IF AY IS 74

END

DEFINE

FILE HOLD

SLEV/I1 = IF E07 NE 0 THEN 3 ELSE

(IF E05 NE 0 THEN 1 ELSE)

END

TABLE

FILE HOLD

PRINT SLEV AND SAVE BY E01 BY E02 BY E03

BY E04

END

UPDATE

READ/FILE FT04F001

RECORD/16

ORDER/1,5,11,14,26

INSERT/21 = 74

FORM/2,4,4,4,1

SET/26

FILE NJVOC

END

For more grade levels, modify the define statement accordingly.

- (4) CSS file INCRANK DATA contains the RAMIS procedure for calculating the course rank based on the rank codes computed above and inserting this rank into file NJVOC. Refer to Table 20 for a listing of INCRANK DATA.

(a) Edit INCRANK DATA using CSS edit procedures to change in INSERT/line to reflect the appropriate fiscal year.

(b) Execute INCRANK DATA by typing in CSS mode:

"ramisin incrank data"

NOTE: Throughout the procedures described in Paragraph 5.2-b(4), spinoff files have been generated using the default fileddef FILE FT04F001. Accordingly, once FILE FT04F001 is used in a step, it must be erased before the next spinoff is run. Furthermore, if the previous spinoff was run in the same sign-on session, you must also type "IPL CSS" to delete the previous FILE FT04F001 fileddef.

TABLE 20
CSS File INCRANK DATA

<pre> DEFINE FILE NJVOC IRANK/I4 = XILEA + (STC*6) + (LEV*7) END TABLEF FILE NJVOC PRINT IRANK AND SAVE BY CO BY L BY A BY C END UPDATE READ/FILE FT04F001 RECORD/20 INSERT/21 = 74 ORDER/1,5,11,14,25 FORM/2,4,4,4,4 SET/25 FILE NJVOC END </pre>	<div style="font-size: 4em; line-height: 1;">}</div>	<p>1. Calculates course rank.</p>
<pre> END </pre>	<div style="font-size: 4em; line-height: 1;">}</div>	<p>2. Saves course rank on spinoff file called FILE FT04F001.</p>
<pre> END </pre>	<div style="font-size: 4em; line-height: 1;">}</div>	<p>3. Reads as input the spinoff reacted in Step 2 and inputs the course rank by LEA, by application, by course, and by year.</p>

5.3 Generation of Ranking Output Reports

1. The ranking report for all application for a given application code for a fiscal year is generated by executing the RAMIS procedure listed in Table 21. This procedure is repeated for each application code, with the application code edited to reflect the appropriate rank report to be produced. Further the application year must be edited to reflect the appropriate fiscal year.
2. Exhibit VI presents a sample ranking report for all applications with application code B. Course data is displayed on two lines, each course in descending order of the course rank, by county, by LEA, by course, for an application. On the first display line, the course rank (CRS-RANK), county code (CD), LEA code (LEA), LEA-name (LNAME), course code (COURSE), and COURSE-NAME are presented. On the second display line are shown the total FY funds requested (74 REQUEST), the amounts requests by detail (REQ-SAL, REQ-TRVL, REQ-SUP, REQ-EQPR, REQ-EQRT, REQ-MISC, REQ-OSAL, and REQ-LOC), and the cumulative total (CUMTOT).

RAMIS Procedure for Generating Ranking Report

```

DEFINE
FILE NJVOC
  LNAME/A30 = EDIT (LN, '9999...9$...$')
END
TABLE
FILE NJVOC
  PRINT RTOT AND RSAL AND ETRV AND RSUP
  AND REQD AND REQR AND RMISC AND ROSAL
  AND RLOC AND HOLD
  BY A BY PU BY HIGHEST RANK
  BY CO BY L BY LNAME BY C BY CN
  IF A IS A
  IF AY IS 74
  END
DEFINE
FILE HOLD
  OP/A4 = OP
  CUMTOT/18 = IF E02 NE OP THEN E09 ELSE
    E09 + CUMTOT
  OP/A4 = E02
  END
TABLE
FILE HOLD
  PRINT E09 AND E10 AND E11 AND E12
  AND E13 AND E14 AND E15 AND E16
  AND E17 AND CUMTOT
  BY E01 BY E02 BY HIGHEST E03
  BY E04 BY E05 BY E06 BY E07 BY E08
  ON E02 PAGE-BREAK
  ON E08 FOLD-LINE
  END

```

1. Edits the LEA name to 30 characters.
(There should be 30 9's and 20 \$'s.)
2. Creates a hold file of requested detail amounts and total requested for an application.
3. Calculates the cumulative total by purpose within application.
4. Prints ranking report for an application. This entire four step procedure is repeated for each application, editing the statements, as appropriate, to reflect the desired application and year.

EXHIBIT VI
FY74 APPLICATIONS
BY PROGRAM, BY PURPOSE, AND BY RANK

EXHIBIT VI

FY74 APPLICATIONS - RANKING PRINTOUT -- 15 JANUARY, 1973
BY PROGRAM BY PURPOSE BY RANK

APPL	PURPOSE	CRS-RANK	CO	LEA	LNAME	REQ-SAL	REQ-TRVL	REQ-SUP	REQ-EUPP	REQ-EURT	COURSE	COURSE-NAME	REQ-MISC	REQ-OSAL	REQ-LOC	CUMTOT
4	PS	49	23	00CC	MIDDLESEX COUNTY COLLEGE	28400	1500	1070	800	01	01	RETAIL COOP EDUCATION	0	0	0	31770
		31770								0	0					
		43	23	00CC	MIDDLESEX COUNTY COLLEGE	7250	300	760	0	02	02	1ST IN BASIC RETL DISADV	0	0	0	40270
		8460								150	01	DIST ED	0	0	0	
		16833								0	0					57063
		577H								201	01	SMALL BUS ADMINISTRATION	0	0	0	
		34	11	00CC	CUMRELAND COUNTY COLLEGE	577H	0	0	0	0	0	MARKETING	0	0	750	62841
		2497								101	0					
		6442								102	0	ADVERTISING	0	0	0	65738
		5093								103	0	SALESMANSHIP	0	0	0	72620
		6442								104	0	TAILING	0	0	0	77713
		2300								105	0	MARKETING RESEARCH	0	0	0	84545
		2700								106	0	CREDIT AND COLLECTIONS	0	0	0	86845
		2700								107	0	PERSONNEL MANAGEMENT	0	0	0	89595
		2600								108	0	TRANSPORTATION	0	0	0	92195
		2300								109	0	SALES MANAGEMENT	0	0	0	94495
		3897								110	0	SALES PROMOTIONS	0	0	0	98392
		4691								111	0	INDUSTRIAL MARKETING	0	0	0	103083
		2700								101	0	DIST ED	0	0	0	105783
		13	00CC	ESSEX COUNTY COLLEGE	2700	0	0	0	0	101	0					124533
		37								0	0					
		18750								500	101	RETAILING TECH	0	0	0	148608
		24075								01	01	ELEMENTS OF MARKETING	0	0	0	157936
		32	03	00CC	HERGEN COMMUNITY COLLEGE	12500	1500	505	7570	0	0					
		9328								0	0	7000	0	0	0	166646
		8750								02	02	TEXTILES & APPARELS	0	0	0	183936
		17250								03	03	RETAIL ACCTG	0	0	0	189023
		5087								04	04	DIST EDUCATION	0	0	0	191823
		2400								05	05	PRINCIPLES OF SALESMANSHIP	0	0	0	194822
		7999								06	06	RETAIL MERCHANDISING I	0	0	0	205031
		5204								07	07	RETAIL MERCHANDISING II	0	0	0	

Chapter 6

RECOMMENDED FUNDING PROCEDURES

6.0 Introduction

1. In this chapter, detailed procedures are provided for generating preprinted recommended funding forms and inputting recommended funding amounts into file NJVOC.

6.1 Producing the Preprinted Recommended Funding Form

1. Special forms with preprinted key field data are generated from file NJVOC for use by State program analysts, in assigning recommended funding amounts. The courses are listed in course rank order on the form, corresponding to the course order on the rank reports (See Exhibit VI for an example of a ranking report.) Program analysts enter the detail recommended funding amounts in the spaces provided on Form-R1. See Exhibit VII for an illustrative copy of Form-R1, Preprinted Recommended Funding Form.
 - a. To produce the preprinted forms with the appropriate key data, perform the following steps:
 - (1) First, generate a RAMIS spinoff file of the key data as follows:

Exhibit VII

Example of Preprinted Recommended Funding Form

ENTER WHOLE DOLLARS

C N T Y		LEA	LEA NAME			PROGRAM	COURSE	PUR- POSE	SCHOOL NAME		
172410		KEARNY	BOARD OF EDUCATION			A	102	S	KEARNY HIGH SCHOOL		
SALARY		TRAVEL	SUPPLIES	EQUIPMENT		SALARY - OTHER		MISC.	TOTAL		
				PURCHASE	RENTAL						
C N T Y		LEA	LEA NAME			PROGRAM	COURSE	PUR- POSE	SCHOOL NAME		
172410		KEARNY	BOARD OF EDUCATION			A	103	S	KEARNY HIGH SCHOOL		
SALARY		TRAVEL	SUPPLIES	EQUIPMENT		SALARY - OTHER		MISC.	TOTAL		
				PURCHASE	RENTAL						
C N T Y		LEA	LEA NAME			PROGRAM	COURSE	PUR- POSE	SCHOOL NAME		
SALARY		TRAVEL	SUPPLIES	EQUIPMENT		SALARY - OTHER		MISC.	TOTAL		
				PURCHASE	RENTAL						
C N T Y		LEA	LEA NAME			PROGRAM	COURSE	PUR- POSE	SCHOOL NAME		
SALARY		TRAVEL	SUPPLIES	EQUIPMENT		SALARY - OTHER		MISC.	TOTAL		
				PURCHASE	RENTAL						
C N T Y		LEA	LEA NAME			PROGRAM	COURSE	PUR- POSE	SCHOOL NAME		
SALARY		TRAVEL	SUPPLIES	EQUIPMENT		SALARY - OTHER		MISC.	TOTAL		
				PURCHASE	RENTAL						

TABLE
FILE NJVOC
PRINT SCHN AND SAVE
BY A BY PU BY HIGHEST RANK BY CO BY L BY LN BY C
END

The above procedure extracts key field data by course from file NJVOC and saves it on file FT04F001. The courses are listed in the same order as they appear on the ranking reports.

- (2) Edit the file to insert 55 lines of x's preceding the first line of data. These x's are read by a FORTRAN program (See Table 22) as data and are printed out on the forms in the spaces where the key data would be printed. Since there are 5 lines of keys per page, these 55 lines of x's produce 11 pages of x's, to enable the printer operator to line up the forms properly so that the first line of key data is in place.
- (3) CSS file PREPRINT FORTRAN contains a FORTRAN program which reads FILE FT04F001 and then prints the key data on Recommended Funding Form-R1. Table 22 lists PREPRINT FORTRAN. Type in the following statements in CSS mode to execute PREPRINT FORTRAN:

Table 22

CSS File PREPRINT FORTRAN

```

IMPLICIT INTEGER (A-Z)
DIMENSION LN(13),SCHN(7)
DATA PURP/'XXX'//,AP/'XXXX'//
C
PAGE=-10
C START WITH A FILE CONTAINING THE DATA AS SPECIFIED, PRECEDED WITH
C 50 RECORDS OF XXXXXXXX... ALL THE WAY ACROSS, TO AID THE OPERATOR
C IN LINING UP THE PAPER
LINE = 5
5 READ(1,1) A,PU,CO,LEA,LN,C,SCHN
1 FORMAT(A4,A3,5X,A2,A4,12A4,A2,A3,1X,6A4,A1)
IF(PU.EQ.PURP.AND.A.EQ.AP) GO TO 50
GO TO 5
10 READ(1,1,END=100) A,PU,CO,LEA,LN,C,SCHN
IF(PURP.EQ.PU) GO TO 50
PURP=PU
GO TO 20
50 IF(LINE.NE.5) GO TO GO
20 LINE=0
WRITE(6,2) PAGE,CO,LEA,LN,A,C,PU,SCHN
2 FORMAT('1',84X,14////////' ',2X,A2,A4,12A4,A2,A4,1X,A3,
11X,A3,6A4,A1////////)
PAGE=PAGE+1
LINE=LINE+1
GO TO 10
60 WRITE(6,3) CO,LEA,LN,A,C,PU,SCHN
3 FORMAT(' ',2X,A2,A4,12A4,A2,A4,1X,A3,1X,A3,6A4,A1////////)
LINE=LINE+1
GO TO 10
100 STOP
END

```

15.30.44

FORTTRAN PREPRINT (compiles program)
FILEDEF 01 DSK FILE FT04001 P1
FILEDEF 06 PTR
RUN PREPRING (executes program)

Note: Contact a CSS consultant for instructions on setting up the forms on the printer. Also, preprinted forms are available from GSS.

6.2 Input of Recommended Funding Amounts to File NJVOC

1. When the Recommended Funding Forms are completed by the program analysts, keypunch the data as follows:

- a. Keypunch one 80 column card for each course on Form-R1 for which there are entries in the white sections of the course line as follows:

<u>Card Columns</u>	<u>Field Name on Form</u>	<u>Explanation</u>
1-2	CNTY	Always numeric. Enter <u>pre-printed</u> county code. Punch preceding zero if necessary.
3-6	LEA	Alphanumeric. Enter <u>pre-printed</u> course code, left-justify.
7	PROGRAM	Alpha. Enter <u>preprinted</u> program code.
8-10	COURSE	Numeric. Enter <u>pre-printed</u> course code, left-justify.
11-13	PURPOSE	Alpha. Enter <u>preprinted</u> purpose code, left-justify
14-38	SCHOOL NAME	Alpha. Enter school name of up to 25 characters, left-justify.
39-44	SALARY	Numeric. Enter annotated amount for salary, right-justify
45-50	TRAVEL	Numeric. Enter annotated amount for travel, right justify.
51-56	SUPPLIES	Numeric. Enter annotated amount for supplies, right justify.
57-62	EQUIP-PURCHASE	Numeric. Enter annotated amount for equipment-purchase, right justify.

<u>Card Columns</u>	<u>File Name or Form</u>	<u>Explanation</u>
63-68	EQUIP-RENTAL	Numeric. Enter annotated amount for equipment-rental, right justify
69-74	SALARY-OTHER	Numeric. Enter annotated amount for salary-other, right justify.
75-80	MISC	Numeric. Enter annotated amount for miscellaneous, right justify.

b. Do not punch LEA-NAME, TOTAL, or any dollar signs, decimal points, or commas in the amount fields.

2. Read the recommended funding card deck into CSS file RECOM DATA by inserting a header card with "OFFLINE READ RECOM DATA" in front of the deck, and send the card deck to NCSS to be input via card reader.

3. CSS file RECOM INPUT contains the RAMIS procedure for inputting the recommended funding amounts from RECOM DATA into the committed amount fields (Items 38-44) of file NJVOC. Refer to Table 23 for a listing of RECOM INPUT.

a. Edit RECOM INPUT using NCSS edit procedures to change the INSERT/card to reflect the appropriate application year.

b. Execute RECOM INPUT by typing in CSS mode:
"ramisin recom input"

Table 23

CSS File RECOM INPUT

UPDATE

READ/RECOM DATA

RECORD/80

INSERT/21 = 74

ORDER/1,5,11,14,22,17,38,39,40,41,42,43,44

SET/17,22,38,39,40,41,42,43,44

FORM/2,4,4,3,4,25,6,6,6,6,6,6,6

FILE NJVOC

END

Procedure to input recommended funding amounts into file NJVOC

- c. RECOM INPUT resets the school name and purpose as well as the recommended amounts to provide additional error correction for these two variables.
- 4. CSS file RECOM TOTAL contains the RAMIS procedure for calculating the total recommended amount and inserting this value into file NJVOC. Refer to Table 24 for a listing of RECOM TOTAL.
 - a. Edit RECOM TOTAL using NCSS edit procedures to change application year to reflect the appropriate year.
 - b. Execute RECOM TOTAL by typing in CSS mode:
"ramisin recom total"

6.3 Recommended Funding Reports

- 1. CSS file PRELRPT DATA (see Table 11) contains the RAMIS procedure for generating preliminary requested funding reports. However, this same procedure can be edited to generate recommended funding reports. Accordingly, the committed funding variable of file NJVOC (fields 38-45) are referenced in PRELRPT DATA in place of the requested funding amount variables (fields 30-37).

Table 24

CSS File RECOM TOTAL

```
DEFINE
FILE NJVOC
TOTAL/I8 = CSAL + CTRV + CSUP + CEQP + CEQR + COSAL + CSMISC
END

TABLEF
FILE NJVOC
PRINT TOTAL AND SAVE BY CO BY L BY A BY C
IF AY IS 74
END

UPDATE
READ/FILE FT04F001
RECORD/24
ORDER/1,5,11,14,45
SET/45
INSERT/21 = 74
FORM/2,4,4,4,8
FILE NJVOC
END
```

Calculates total recommended amount as sum of recommended detail amounts.

Save total amount by CO by LEA by application by course for appropriate fiscal year.

Inputs total recommended amount into file NJVOC.

- a. Edit PRELRPT using CSS edit procedures to change report headings, the funding variables to CSAL, CTRV, CSUP, CEQP, CEQR, COSAL, CMISC, and CTOT, and AY to the appropriate year.
- b. Execute PRELRPT DATA (as revised) by typing in CSS mode:

"ramisin prelrpt data"

2. Review the recommended funding reports and annotate any necessary corrections to the report.
 - a. Enter corrections to file NJVOC using RAMIS SCAN features, or keypunch key data and corrections and input using the RAMIS UPDATE feature.

6.4 Production of Final Notifications

1. Once recommended funding amounts have been input to the file, final notifications of recommended funding must be forwarded to LEAs for review. The notifications are produced in the following series of steps
 - a. Produce a RAMIS spinoff file, FILE FT04F001, containing the information to be printed on the notification forms by executing the following RAMIS procedure:

TABLE
FILE NJVOC
PRINT CN AND SCHN AND O AND PU AND RTOT AND CSAL AND
CTRV AND CSUP AND CEQP AND CEQR AND COSAL AND CMISC
AND CTOT AND SAVE BY CO BY L BY LN BY A BY C
IF AY IS 74
END

(1) Change AY, as appropriate, to reflect applications year.

b. CSS file NOTIF FORTRAN contains a FORTRAN program used to produce the notification forms. This program was used to produce the FY74 notification forms. Refer to Table 25 for a listing of NOTIF FORTRAN.

(1) Execute NOTIF FORTRAN by typing in the following in CSS mode:

(a) A FILEDEF statement defining the RAMIS spinoff file (FILE FT04F001) being read as input by NOTIF FORTRAN.

(b) "filedef 06 ptr.

(c) "run notif" courses NOTIF FORTRAN to execute.

c. Refer to Exhibit VIII for an example of an LEA VE Funding Notification Form.

(1) The header line of the form displays the county code, LEA code, LEA name and the form page number.

Table 25

CSS FILE NOTIF FORTRAN

```

      IMPLICIT INTEGER(A-Z)
      DIMENSION LN(13),CN(7),SCHN(7),OE(2)
      PAGE=0
      KOUNT=0
      DATA OLEA/'XXXX'/
10  READ(1,1,END=500) CO,LEA,LN,APPL,CRS,CN,SCHN,OE,PU,REQ,
      1SAL,TRV,SUP,EQP,EQR,OSAL,MISC,REC
      KOUNT=KOUNT+1
      IF(LEA.NE.OLEA) GO TO 40
      IF(LINES.EQ.15) GO TO 50
20  WRITE(6,2) APPL,CRS,CN,SCHN,OE,PU
      2  FORMAT(/'+APPL ',A4,2X,'COURSE ',A3,2X,6A4,A1,2X,'SCHOOL ',
      16A4,A1,2X,'OE ',2A4,2X,'PURPOSE ',A3/
      2  ' ',5X,' ',9X,' ',2X,25(' '),9X,25(' '),
      15X,8(' '),10X,' ')
      WRITE(6,4) REQ,SAL,TRV,SUP,EQP,EQR,OSAL,MISC,REC
      4  FORMAT('+(REQ ',16,' )SAL ',16,' TRV ',16,' SUP ',16,
      1' EQP-P ',16,' EQP-R ',16,' OSAL ',16,' MISC ',16,
      2' TOT-REC ',16,' ACCEPT REJECT '/
      2  ' ',5X,6(' '),3(5X,6(' ')),2(7X,6(' ')),2(6X,6(' ')),
      19X,6(' '))
      LINES=LINES+1
      GO TO 10
      1  FORMAT(A2,A4,12A4,A2,A4,A3,1X,2(6A4,A1),2A4,A3,1X,(16,2X))9
40  PAGE=0
      OLEA=LEA
50  PAGE=PAGE+1
      LINES=0
      WRITE(6,11)
11  FORMAT('1NOTIFICATION OF 92-318 FUNDING FOR FY74',T61,
      1'INSTRUCTIONS: '/4X,'N.J. DIV. VOC-ED FEBRUARY, 197-',T62,
      2'1)THIS SHEET CONTAINS RECOMMENDED FUNDING FOR YOUR PROGRAM(S)'/
      313X,' ',T41,' ',T62,'2)PLACE AN "X" IN THE APPROPRIATE COLUMN (ACC
      4/REJ) FOR EACH COURSE')
      WRITE(6,12)
12  FORMAT(' ',T13,'|SAL = BASIC PRO-RATED SALARY|',T62,
      1'3)SIGN SHEET(S) IN THE SPACE PROVIDED '/'+' ',T13,
      2' |OSAL = OTHER SALARIES',7X,' ',T62,'4)RETURN 1 COPY TO: MR. STEPHEN POLIACIK'/
      2  ' ',T14,' ',T41,' '/' ',T83,'ASSISTANT COMMISSIONER',
      2' OF EDUCATION '/' ' ',T83,'DIVISION OF VOCATIONAL EDUCATION '/'
      3' ',1X,'SIGNED ',35(' '),T83,'STATE DEPT OF EDUCATION - 225 WEST
      4STATE STREET'/10X,'CHIEF ADMINISTRATION OFFICER',T83,
      5'TRENTON, NEW JERSEY 08625 '/' ' ',T62,'5)COPY SHOULD BE RETURNED WITHIN
      615 DAYS AFTER RECEIPT OF FORM '/' ' ',129(' '))
      WRITE(6,13) CO,LEA,LN,PAGE
13  FORMAT(/'+CO: ',A2,4X,'LEA: ',A4,T31,'LEA-NAME: ',12A4,A2,T108,
      1'NOTIFICATION PAGE ',14/
      2  ' ',4X,' ',9X,' ',T41,50(' '),T120,
      2' '//' ' ',12>(' '))
      GO TO 20
500 WRITE(6,99) KOUNT
      99  FORMAT('1THERE WERE ',16,' RECORDS WRITTEN.')
      STOP
      END

```

EXHIBIT VIII
LEA VOCATIONAL EDUCATION RECOMMENDED
FUNDING NOTIFICATION FORM

Exhibit VIII IEA Vocational Education Recommended Funding Notification Form

NOTIFICATION OF 92-318 FUNDING FOR FY74

H.J. DIV. VOC-ED FEBRUARY, 1973

ISAL - BASIC PRO-RATED SALARY
IQSAL - OTHER SALARIES

INSTRUCTIONS:

- 1) THIS SHEET CONTAINS RECOMMENDED FUNDING FOR YOUR PROGRAM(S)
- 2) PLACE AN "X" IN THE APPROPRIATE COLUMN (ACC/REJ) FOR EACH COURSE
- 3) SIGN SHEET(S) IN THE SPACE PROVIDED
- 4) RETURN 1 COPY TO:

MR. STEPHEN POLIACIK

ASSISTANT COMMISSIONER OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

STATE DEPT OF EDUCATION - 225 WEST STATE STREET

TRENTON, NEW JERSEY 08625

5) COPY SHOULD BE RETURNED WITHIN 15 DAYS AFTER RECEIPT OF FORM

SIGNED

CHIEF ADMINISTRATION OFFICER

CO: 02

LEA: 0720

LEA-NAME: CAPE MAY COUNTY VOCATIONAL BOARD OF EDUCATION

NOTIFICATION PAGE 1

APPL A	COURSE 01	ACAD ENVIRONMENTAL SCI	SCHOOL CAPE MAY CO VO	OE 210105	PURPOSE S	REJECT
(REQ	15,000)SAL	TRV	0 SUP	0 EQP-P	0 OSAL	0 TOT-REC 15,000 ACCEPT
APPL C	COURSE 01	DENTAL ASSISTANT	SCHOOL CAPE MAY CO A V I S	OE 070101	PURPOSE S	REJECT
(REQ	8,500)SAL	TRV	100 SUP	0 EQP-P	0 OSAL	0 TOT-REC 8,500 ACCEPT
APPL C	COURSE 02	PRACTICAL NURSING I	SCHOOL CAPE MAY CO A V I S	OE 070102	PURPOSE PS	REJECT
(REQ	10,720)SAL	TRV	200 SUP	0 EQP-P	0 OSAL	0 TOT-REC 10,720 ACCEPT
APPL C	COURSE 02	NURSES' AIDE	SCHOOL CAPE MAY CO A V I S	OE 070103	PURPOSE PS	REJECT
(REQ	8,700)SAL	TRV	0 SUP	0 EQP-P	0 OSAL	0 TOT-REC 8,700 ACCEPT
APPL C	COURSE 03	HOSPITAL TECHNICIAN ASST	SCHOOL CAPE MAY CO VTC	OE 070105	PURPOSE PS	REJECT
(REQ	10,720)SAL	TRV	0 SUP	0 EQP-P	0 OSAL	0 TOT-REC 10,720 ACCEPT
APPL C	COURSE 03	PRACTICAL NURSING II	SCHOOL CAPE MAY CO VTC	OE 070106	PURPOSE S	REJECT
(REQ	8,500)SAL	TRV	0 SUP	0 EQP-P	0 OSAL	0 TOT-REC 8,500 ACCEPT
APPL C	COURSE 01	OFFICE OCCUPATIONS	SCHOOL CAPE MAY CO VOC-TECH S	OE 1753	PURPOSE S	REJECT
(REQ	10,500)SAL	TRV	0 SUP	0 EQP-P	0 OSAL	0 TOT-REC 10,500 ACCEPT
APPL D	COURSE 02	SLIPCOVER, UPHOLSTERY	SCHOOL CAPE MAY CO VOC-TECH S	OE 090106	PURPOSE S	REJECT
(REQ	10,500)SAL	TRV	0 SUP	0 EQP-P	0 OSAL	0 TOT-REC 10,500 ACCEPT
APPL E	COURSE 01	OFFICE OCCUPATIONS	SCHOOL CAPE MAY CO VOC-TECH S	OE 160709	PURPOSE PS	REJECT
(REQ	11,120)SAL	TRV	0 SUP	0 EQP-P	0 OSAL	0 TOT-REC 11,120 ACCEPT
APPL G	COURSE 01	ANATOMY	SCHOOL CAPE MAY COUNTY AVTS	OE 160106	PURPOSE PS	REJECT
(REQ	12,000)SAL	TRV	0 SUP	0 EQP-P	0 OSAL	0 TOT-REC 12,000 ACCEPT
APPL G	COURSE 02	CONSTRUCTION TECH	SCHOOL CAPE MAY COUNTY AVTS	OE 16010509	PURPOSE S	REJECT
(REQ	12,000)SAL	TRV	0 SUP	0 EQP-P	0 OSAL	0 TOT-REC 12,000 ACCEPT
APPL G	COURSE 03	ELECTRONICS TECH	SCHOOL CAPE MAY COUNTY AVTS	OE 160106	PURPOSE PS	REJECT
(REQ	9,500)SAL	TRV	0 SUP	0 EQP-P	0 OSAL	0 TOT-REC 9,500 ACCEPT
APPL G	COURSE 04	MARINE ENVIR. TECH	SCHOOL CAPE MAY COUNTY AVTS	OE 160604	PURPOSE S	REJECT
(REQ	10,720)SAL	TRV	100 SUP	0 EQP-P	0 OSAL	0 TOT-REC 10,720 ACCEPT
APPL G	COURSE 05	DRAFTING DESIGN TECH	SCHOOL CAPE MAY COUNTY AVTS	OE 160509	PURPOSE PS	REJECT
(REQ	13,180)SAL	TRV	0 SUP	0 EQP-P	0 OSAL	0 TOT-REC 13,180 ACCEPT

- (2) The detail lines show the recommended funding amounts by expense type (salary, travel, and so forth) by application, by course number, by school, for the LEA on the header line.
- (3) Spaces are provided at the right of a course line for the LEAs administrative officer to indicate acceptance or rejection of the recommended amounts. Also provided is a space for the signature of the official reviewing the form.

Chapter 7

COURSE CLOSEOUT PROCEDURES

7.0 Introduction

1. In this chapter detailed procedures are provided for producing committed funding reports and "closing-out" courses. The committed funding report lists committed funds by course, i.e., all course for which LEAs have accepted the recommended funding amounts. "Closing-out" a course refers to the procedure whereby the total committed funding for each detail cost type (salary, travel, etc.) is broken down in file NJVOC by source of revenue, i.e., funds from federal, state, and local sources.

7.1 Producing Committed Funding Reports

1. Input decommitments to file NJVOC.
 - a. Review LEA VE Funding NOTification Form returned by LEAs. If an LEA rejects recommended funding for a course, the rejection or decommitment must be input to NJVOC as follows:
 - (1) Using RAMIS SCAN procedures or RAMIS UPDATE or CHANGE, enter zeros in the recommended amount fields (field numbers 38-45).

- (2) Once all notification forms are reviewed and rejections of recommended funding are input, fields 38-45 are said to contain "committed" funding amount and are referred to as committed funding fields.
2. CSS file PRELRPT DATA, as previously edited in Paragraph 6.3, contains the procedures for producing committed funding reports.
 - a. Edit PRELRPT DATA using CSS edit procedures to change report headings and the AY.
 - b. Execute PRELRPT DATA by typing in CSS mode:
"ramisin prelrpt data"
3. Review committed funding reports for any errors or missing data and correct as necessary.

7.2 "Closing-Out" Courses

1. As previously indicated "closing-out" a course refers to breaking down committed amounts by revenue source. Accordingly, file NJVOC provides data fields for storing committed funds from State sources (fields 46-53) and local sources (fields 54-60). Committed funds from federal sources will be kept temporarily in the (total) committed funds fields (fields 38-45). Specific fields for federal sources were not allocated because of the

large field size and the ability to calculate then by summing across state and local amounts and subtracting from the total.

2. Using the committed funding reports for reference, State program analysts complete the CLOSE-OUT FORM,* annotating committed amounts by revenue source for each expense type. One line is completed for each course. Refer to Exhibit IX for an example of a close-out form.

a. The CLOSE-OUT FORMS are keypunched as follows:

- (1) Key punch one card per revenue source per course, duplicating cc 1-17 for the federal, state, and local revenue sources for the course:

<u>Card Columns</u>	<u>Field Name on Form</u>	<u>Explanation</u>
1-2	CO	Numeric. Enter county code, punch preceding zeros.
3-6	LEA	Alphanumeric. Enter LEA code, left justify.
7-10	PURP	Alphanumeric. Enter purpose code, left justify.
11-14	APPL	Alphanumeric. Enter application code, left justify.
15-17	CRSE	Numeric. Enter course code, left justify.
18	Revenue Source	Alpha. Enter F,S, or L as appropriate.

*As of this writing, the entire form is filled out by hand; procedures could be instituted to make this a "pre-printed form," as is the recommended form, to reduce human error.

EXHIBIT IX

CLOSEOUT FORM

Submitted by

CLOSE-OUT FORM

W H O L E D O L L A R S O N L Y

CO LEA	LEA NAME	PURP	APPL	CRSE	SALARY	TRAVEL	SUPPLIES	EQUIP. PUR.	EQUIP. R	MISC COST	TOTAL
0228	Dergen Co Voc	S	F	112	F S L			21000			31000
0228	Dergen Co Voc	S	F	112	F S L			3000			3000
0228	Dergen Co Voc	S	F	112	F S L			707			707
070706	Camden Co Voc	S	H	607	F S L			56			56
070706	Camden Co Voc	S	H	607	F S L			56			56
				606	F S L			56			56
				605	F S L			21			21
				605	F S L			37			37
				604	F S L			241			241
				604	F S L			241			241
				603	F S L			241			241
				603	F S L			241			241
				602	F S L			272			272
				602	F S L			272			272
				601	F S L			272			272
				601	F S L			272			272
				515	F S L			32			32
				515	F S L			37			37

<u>Card Columns</u>	<u>Field Name on Form</u>	<u>Explanation</u>
19-24	SALARY	Enter salary amount
25-30	TRAVEL numeric, right justify	Enter travel amount
31-36	SUPPLIES	Enter supplies amount
37-42	EQUIP. PUR.	Enter equipment and purchase amount
43-48	EQUIP. R.	Enter Equipment rental amount
49-54	MISC COST numeric, right justify	Enter miscellaneous amount
55-60	TOTAL	Enter total

3. It is necessary to determine if all courses have been "closed-out," i.e., if a CLOSE-OUT form has been prepared for each course. This determination is made by performing the following series of steps:

- a. Insert zeros into the field COM-TOT in file NJVOC with the following RAMIS procedure:

```

CHANGE
FILE NJVOC
21 = 74,$
45 = SET = 0,$

```

- b. Sort the previously keypunched close-out form card deck by revenue source, forming three separate card groupings, Federal, State, and local funding source card decks and input these decks into 3 CSS files as follows:

- (1) Before each funding source card deck, insert a card containing "OFFLINE READ CLOSEX DATA," where the X in CLOSEX is the code F, S, or L to denote the card deck being used.
 - (a) Send the data cards to NCSS to be input via card reader.
- (2) CSS file CLOSED INPUT contains the RAMIS procedures to input the federal or F closeout card deck into the "COM" fields (fields 38-45), the state or S closeout card deck into the "STA" fields (fields 46-53), and the local or L closeout card deck into the "LOC" fields (fields 54-60). See Table 26 for a listing of CLOSED INPUT.
 - (a) Edit CLOSED INPUT using CSS edit procedures to change AY to reflect the appropriate year.
 - (b) Execute CLOSED INPUT by typing in CSS mode:

"ramisin closed input"
 - (c) As a result of paragraphs 7.2-3a and 3b, any course with zero in the COM-TOT field at this stage, has no money

Table 26
CSS File CLOSED INPUT

UPDATE

READ/CLOSEF DATA

RECORD/80

*ORDER/1,5,22,11,14,38,39,40,41,42,44,45

FORM/2,4,4,4,4,6,6,6,6,6,6,6

INSERT/21=74

SET/22,38,39,40,41,42,44,45

FILE NJVOC

END

UPDATE

READ/CLOSES DATA

RECORD/80

ORDER/1,5,22,11,14,46,47,48,49,50,52,53

FORM/2,4,4,4,4,6,6,6,6,6,6,6

INSERT/21=74

SET/22,47,48,49,50,52,53

FILE NJVOC

END

UPDATE

READ/CLOSEL DATA

RECORD/80

ORDER/1,5,22,11,14,54,55,56,57,58,59,60

FORM,2,4,4,4,4,6,6,6,6,6,6,6

INSERT/21=74

SET/22,54,55,56,57,58,59,60

FILE NJVOC

END

*Note: This procedure was written for the closeout sheet as given in the example used for FY73, when the fields "OTHERSAL" were not used. If the sheet is changed, the procedure must be changed accordingly.

from federal sources shown for it in the file. If, however, the detail COM fields have funds reflected, then funds were committed to the course before the closeout data was input to NJVOC. Therefore, funds should be in either the STA-TOT or the LOC-TOT field if this particular course was in fact closed out, (i.e., a closeout form filled out for the course). This is a good check of the completeness of the closeout sheets.

- (1) Execute the following RAMIS procedure to determine if a CLOSEOUT FORM was prepared for each course:

```

DEFINE
FILE NJVOC
TOTCOM/I8=CSAL + CTRV + CSUP +
  CREQP + CEQR + CMISC
TCOM/I8=CTOT + STOT + LTOT
FLAG/I1=IF TOTCOM GT 0 AND TCOM
  EQ 0 THEN 1 ELSE 0
END

```

Flags courses where the sum of the committed detail amounts is greater than zero and the sum of committed, state and local totals is zero.

```

TABLE
FILE NJVOC
PRINT C BY CO BY L BY A
IF AY IS 74
IF FLAG IS 1
END

```

Print a listing of all courses flagged by the previous procedure.

- (2) Review the courses on the report and prepare CLOSEOUT FORMS for these forms.

- (a) Process the CLOSEOUT FORMS as prescribed in Paragraph 7.2 above.

4. At this stage, fields 38-44, 46-53, and 54-60 contain committed funds from federal, state and local sources, respectively. However, if federal funds are not committed to a course, field 45 COM-TOT, is zero, therefore, fields 38-44 contain total funds committed by expense type. Thus, those courses without federal funds committed must be determined, and fields 38-44 must be zeroed out. This is accomplished by executing the following RAMIS procedure:

TABLEF	
FILE NJVOC	Creates a spinoff file
PRINT C AND SAVE	FT04001 with courses
BY CO BY L BY A	having committed total
IF CTOT IS 0	funds of zero for the
IF AY IS 74	current application year.
END	
UPDATE	
READ/FILE FT04F001	
RECORD/16	
INSERT/21=74,38=0,39=0,40=0,	Insert zeros into the
41=0,42=0,44=0	committed funding fields
SET/38,39,40,41,42,44	(federal revenue source
ORDER/1,5,11,14	fields).
FORM.2,4,4,4	
FILE NJVOC	
END	

7.3 Producing "Close-Out" Reports

1. Close-out reports showing funding for each course by revenue source can now be generated. Some of the reports which can be produced are the following:

- a. Detail funding amounts by revenue source, by county, by LEA, by application, by course. See Table 27 for a listing of the RAMIS procedure to produce a detail funding report from State revenue sources. The variables shown in Table 27 can be changed to the "LOC" and "COM" variables to produce a report of local and federal sources, respectively.
- b. Total amounts funded across revenue source by application by purpose. See Table 28 for a listing of the RAMIS procedure to produce this report.

7.4 Corrections to the Data base

1. If any corrections are indicated by the above reports, enter the revisions using RAMIS SCAN procedures, and rerun any reports as necessary.
2. After all corrections are entered, the "COM" fields can be used to save total committed amounts by cost type rather than amounts from federal sources (since most reports will want total amounts) by using the procedure listed in Table 29.

Table 27

RAMIS Procedure to Produce a "Closeout" Report of
Detail Funding Amounts by Revenue Source

TABLE

HEADING

FY 74 CLOSEOUT AMOUNTS FROM STATE SOURCES BY CO BY LEA

FILE NJVOC

WRITE SSAL AND STRV AND SSUP AND SEQP AND SEQR

AND SOSAL AND SMISC AND STOT

BY CO BY L BY LN BY A BY C BY CN

ON CN FOLD-LINE

ON L PAGE-BREAK

ON L SUBTLTAL

IF AY IS 74

END

Table 28

RAMIS Procedure to Produce a "Closeout" Report of
Total Amounts Funded across Revenue Source by
Application and Purpose

DEFINE

FILE NJVOC

TOT-COM/I8 = CTOT + STOT + LTOT

END

TABLE

HEADING

FY74 CLOSE-OUTS: TOTAL AMOUNTS FUNDED ACROSS REVENUE SOURCES

FILE NJVOC

WRITE CTOT AS 'FED-TOT' AND STOT AND LTOT

AND TOT-COM BY A BY PU

ON A SUB-TOTAL

IF AY IS 74

END

Table 2^a

RAMIS Procedure to Calculate and Store Total Committed
Funding Amounts

DEFINE

FILE NJVOC

TSAL/I8=CSAL + SSAL + LSAL

TTRV/I8=CTRV + STRV + LTRV

TSUP/I8=CSUP + SSUP + LSUP

TEQP/I8=CEQP + SEQP + LEQP

TEQR/I8=CEQR + SEQR + LEQR

TMISC/I8=CMISC + SMISC + LMISC

TCOM/I8=CTOT + STOT + LTOT

END

TABLEF

FILE NJVOC

PRINT TSAL AND TTRV AND TSUP AND TEQP AND TEQU AND TMISC AND

TCOM AND SAVE

BY CO BY L BY A BY C

IF AY IS 74

END

UPDATE

READ/FILE FT04F001

RECORD/72

ORDER/1,5,11,14,38,39,40,41,42,44,45

FORM/2,4,4,4,8,8,8,8,8,8,8

INSERT/21 = 74

SET/38,39,40,41,42,44,45

FILE NJVOC

END

Chapter 8

RAMIS HINTS

8.1 EDITING RAMIS PROCEDURES

1. Many of the RAMIS procedures shown in the manual can be used to perform similar jobs with the proper editing. Thus, changing variable names, application year, and so forth, in a TABLE procedure will enable the production of "different" reports desired by a user. For example, the procedure in Table 11 was initially used to produce reports of requested funding amounts. Editing of this procedure enables the user to generate recommended funding reports and committed funding reports.

a. Accordingly, the user is reminded to carefully review a RAMIS procedure before use, and to edit the procedure using NCSS edit procedures, as appropriate, to insure the accomplishment of the needed task.

8.2 Using Filedef FILE FT04F001

1. Throughout this manual, the RAMIS CSS default file FILE FT04F001 has been used as a temporary file for spinoffs. If a FILE FT04F001 file exists on P-disk, the procedure will write onto the U-disk, but read from P-disk.

a. Therefore, before executing the next step creating a FILE FT04F001, the previous spinoff file with the same filedef must be erased by typing in the command "erase file ft04f001" in CSS mode.

(1) If the previous spinoff was run in the same sign-on session, you must also type "IPL CSS" to delete the previous FILE FT04F001 filedef.

(2) If the spinoff file is especially large, and there is not enough room on the P-disk (percentage utilization of P-disk can be determined by typing, in CSS mode, "stat"), temporary storage space can be added by typing in CSS mode "attach templo"; this will add ten cylinders of scratch space on "U-disk." Then, before running a spinoff, type in:

```
"filedef 04 disk file ft04f001 ul recfm fb lrecl n* blksize nn*
and make sure there is no file ft04f001
on the P-disk. The U-disk is automatically
detached at signoff, and the files are lost.
```

*record length must be calculated by summing the lengths of the variable spun off and padding out to an even multiple of 4; block size is generally 10 times the record length.

8.3 Creating a CSS Profile Exec File

1. The CSS file called PROFILE EXEC should be created. PROFILE EXEC contains the CSS commands which will be automatically executed before any interaction between the user and the system. Refer to Table 31 for an example of a PROFILE EXEC file.

Table 30

CSS File PROFILE EXEC

```
>>  
11.31.29 p profile exec  
&TYPE OFF  
SET SAYMACH ON  
ROUTE E REMOTE PHI  
ATTACH RAMIS
```

Note: ROUTE E REMOTE PHI routes all offline reports to Philadelphia. If work is done somewhere else, change the remote name to the nearest printer (see the NCSS representative for more details).

Appendix A

A Description of

RAMIS*

*RAMIS is a proprietary software system of MATHEMATICA, Inc., Princeton, New Jersey. This appendix contains information extracted from manuals which are the proprietary property of MATHEMATICA, Inc. Please do not reproduce without permission.

RAMIS

DESCRIPTION AND SPECIFICATIONS

INTRODUCTION

RAMIS is a computer program which permits a user to describe and build data files, maintain the data in the files through updates, additions, and deletions to the records, and to retrieve information from the files, and display it in meaningful report formats, or to pass the information to other processing programs.

Computer programs which do the above tasks are either called data management systems if they permit files to be constructed and maintained, or report generators if they only permit information to be retrieved and formatted into reports. RAMIS is both. It combines into one system all of the elements needed to build, maintain and use computerized information. It does each of these tasks with the objective of making them simple for the user to understand.

Every computer program has rules which must be followed. The rules in RAMIS are simple and logical. There are no cryptographic notations or computer inspired conventions. This makes the program operable by non-data processing personnel as well as computer specialists.

The remainder of this appendix describes RAMIS' report generation and data management briefly, and includes some

examples. However, for more detailed information reference should be made to the RAMIS User Manual by MATHEMATICA, Inc.

BASIC REPORT PREPARATION

Files in RAMIS are composed of data fields which have been assigned unique names by the user. These names reflect the particular application. For example, suppose we have a file of data about local education agencies, in which the data fields are:

FIELD NAME	SYNONYM	DEFINITION
-----	-----	-----
CO	CO	County code
LEA	L	LEA code
LEA-NAME	LN	LEA name
APPL-YR	AY	Application year
APPL	A	Application code
COURSE	C	Course code
PURP-USE	PU	Purpose code
PRO-SAL	PSAL	Prorated salaries
TRAVEL	TRV	Travel expenses
SUPPLS	SUP	Cost of supplies
EQUIP-PR	EQP	Cost of equipment purchases
EQUIP-RT	EQR	Cost of equipment replacement
MISC-CST	MISC	Miscellaneous costs
REC-AMT	REC	Recommended funding amount
COM-AMT	COM	Committed funding amount
REQ-AMT	REQ	Requested funding amount

(This is a very simplified version of the files, previously discussed, actually used in the New Jersey implementation of SVEA-MIS.)

A Report Request is composed of four basic parts:

- (1) TABLE THE TYPE OF REQUEST
- (2) FILE THE NAME OF THE DATA FILE
- (3) USER PROGRAM THE REQUEST STATEMENT (described below)
-
-
- (4) END THE END OF THE REQUEST

The TABLE, FILE, and END statements are called RAMIS control statements.

The User program statement uses English Language Syntax in which the names of the data fields are used along with special words which define the processing and the report to be produced.

Specifically, a user program Statement (part 3) is itself composed of four parts:

- . Verbs & Verb-Objects
 - . Locators
 - . Qualifiers
 - . Directional Phrases
- . The verb indicates the type of processing to be done on the fields. The names of the fields to be operated on by the verb follow it. They are called the verbs' objects.

Example:

SUM COMM-AMT AND REQ-AMT

①

"Sum" is the verb. "REQ-AMT and "COMM-AMT" are objects.

- . Locators indicate how the report is to be sorted or sequenced on display.

Example:

SUM COMM-AMT AND REQ-AMT

BY CO BY LEA

The locators "CO" and "LEA" are distinguished by the preposition "by."

- . Qualifying phrases or screening conditions indicate which records are to be selected to appear in the report.

Example:

SUM COM

BY CO

IF PU IS DIS

The "if" phrase (using "is" and "or") is a qualifier. The directional phrases provide extra instructions to control the display options.

Example:

SUM COM

BY CO

IF PU IS DIS

ON CO PAGE-BREAK

"On co page-break" is a directional phrase, directing that for each county, start on a new page.

The remainder of this chapter describes the principles of the request language. Details are found in the RAMIS manuals provided with the system when installed.

General Rules for Request Statements

A request statement must begin with a verb. The use of any of the other parts of the statement is optional. Hence, a complete and valid statement is, for example:

SUM COM

(Recall that the complete request includes Table, File and End information.)

The words of the request statement are separated by one or more blanks. If a field name (or some literal test value) has embedded blanks within it, then it must be enclosed by either a single set of quotes or slashes.

The order or appearance of the other parts of the request statement is immaterial.

The statement can be typed on as many lines as needed, but within columns 1 to 72 of either a terminal or keypunch card.

We will now describe some of the most useful verbs:

The Verb: LIST

LIST lists the contents of the file defined by the verb-objects which follow it. For example:

```
TABLE
FILE VESAMP
LIST REQ AND REC AND COM
BY C
IF CO IS 01 IF L IS 1790
END
```

The above request produces a listing showing the requested, recommended, and committed funding by course for LEA=1790 in county=01 for each application year and application as follows:

COU-SE	LIST	REQ-AMT	RECM-AMT	COMM-AMT
01	1	4606	796	796
	2	23582	8225	8225
	3	27510	3617	3617
	4	24465	1150	1150
02	1	4983	796	796
03	1	5023	796	796
04	1	6064	796	796

The Verb: PRINT

PRINT is the same as LIST, without the sequential list number. For example:

```
TABLE
FILE VESAMP
PRINT REQ AND REC AND COM
BY A BY C
IF CO IS 01 IF L IS 1790
END
```

The above request produces a list of the three funding amounts by application, by course as follows:

APPL	COURSE	REQ-AMT	RECM-AMT	COMM-AMT
A	01	4606	796	796
	02	4983	796	796
	03	5023	796	796
	04	6064	796	796
B	01	23582	8225	8225
E	01	27510	3617	3617
H	01	24465	1150	1150

The Verb: SUM

SUM adds or sums the quantities specified and prints the totals. For example:

```
TABLE
FILE VESAMP
SUM COMM-AMT
BY CO BY L
END
```

The above request produces a report in which committed funding is summed by LEA within county across courses, applications, and application year as follows:

CO	LEA	COMM-AMT
--	---	-----
01	0000	66200
	0120	106125
	1790	16176
	1950	16512
05	0610	142913
	0840	24316
	3010	12872
07	0680	315732
	0800	44133

The Verb SUM Combined with Column Locator ACROSS

Above we showed how BY defines the way in which the data is to be categorized down the table as it is displayed. ACROSS defines the categories across the table; that is the columns to be listed. For example:

```
TABLE
FILE VESAMP
SUM COM AND ROW-TOTAL AND COLUMN-TOTAL
ACROSS PU
BY A
END
```

produces a table showing committed amounts by application for every purpose code (PU) as follows:

PUPP-USE

APPL	A	D	DIS	F	G	HAN	PS	S
A	0	0	0	0	0	0	0	10346
B	0	0	0	0	12685	0	0	12685
C	0	0	0	0	0	0	68052	68052
D	0	0	17235	0	0	0	4206	4300
E	0	0	0	44117	0	0	0	0
F	0	0	0	0	7221	0	3600	70676
G	2100	0	0	0	0	0	27519	12480
H	0	0	30834	0	34303	2738	14500	72131
I	0	0	71117	0	0	15320	0	0
J	0	0	17968	0	0	0	0	2325
K	0	0	0	0	0	0	0	0
L	0	0	5606	0	0	0	0	5606
M	0	0	0	0	0	0	0	0
N	0	0	0	0	0	0	0	0
SCAR	0	160000	0	0	0	0	0	160000
SCCU	0	0	0	0	0	0	0	600
SMIS	0	0	0	0	0	0	0	35000
TOTAL	0	160000	142760	44117	54209	18058	117877	207858
								746979

Notes on Formulating Request Statements

- . When the row locator BY is used, the categories are sorted alphabetically on the specified data fields down the rows of the page. When several BY's are used, the data is sorted in the order that the field names appear in the request statement.
 - . The column locator ACROSS causes the column categories to be sorted on the field named across the columns of the page.
 - . The maximum number of BY's in a request statement is 19.
 - . The maximum number of ACROSS's in a request statement is 5.
 - . The maximum number of verb-object columns is 27.
 - . The maximum width of a report to be printed is 132 characters.
- (There is no maximum width to a report which is to be "saved" as an extract file or held as a RAMIS "hold" file, see below.)

Qualifier or Screening Relations

A TABLE can be produced in which the data in one or more categories must meet a test or screening relation. In defining the screen, characters in an alphanumeric data field can be ignored (in IS or IS-NOT relationships) by inserting a "\$" in the character position to be ignored. Thus a pattern of \$'s acts as a mask.

FROM---TO permits the definition of a range of values.

See examples below.

<u>RELATION</u>	<u>SYNONYM</u>	<u>MEANING</u>
IS	EQUALS	EQUALITY TEST (is equal to)
IS-NOT		INEQUALITY TEST (is not equal to)
FROM	IS-FROM	GREATER THAN OR EQUAL TO
TO		LESS THAN OR EQUAL TO
IS-MORE-THAN	EXCEEDS	GREATER THAN
IS-LESS-THAN		LESS THAN
INCLUDES (values)		VALUES SPECIFIED ARE INCLUDED IN THE OUTPUT
EXCLUDES (values)		VALUES SPECIFIED ARE EXCLUDED FROM THE OUTPUT

Tests can be made with values inserted into the request statement. These are called literal test conditions.

Examples of Relation Tests

```
. SUM COM BY CO BY LEA
  BY CO BY LEA
  IF APPL-YR IS 1973
  IF APPL IS J OR K OR L

. LIST REQ
  BY C
  IF REQ IS-FROM 10000 to 15000
```

. PRINT LEA AND LEA-NAME

IF CO IS 01 OR 03

IF APPL IS-NOT F

. SUM COM ACROSS APPL-YR FROM 1971 TO 1973

BY APPL

(The FROM ... TO define a range of values.)

Grouping of numerical data values by numerical ranges is accomplished with the phrase "in-groups-of" after the row or column locator field name, for example:

TABLE

FILE VESAMP

SUM COM

BY CO

ACROSS PU IN-GROUPS-OF 1000

IF YEAR IS FY73

END

PAGE-BREAK

The PAGE-BREAK indicates that when a specified field changes values, start a new page. For example:

TABLE

FILE VESAMP

SUM COM

BY CO

IF PU IS DIS

ON CO PAGE-BREAK

END

produces a report of the total committed funds by county
if the purpose code is 'DIS,' each county report being
started on a new page as follows:

PAGE 1

CO	COMM-AMT
--	-----
01	35667

PAGE 2

CO	COMM-AMT
--	-----
05	72341

PAGE 3

CO	COMM-AMT
--	-----
07	34752

SUB-TOTALS

The SUB-TOTAL command directs the system to calculate sub-
totals on certain fields specified in the request statement.
For example:

TABLE

FILE VESAMP

SUM COM
 BY CO BY A
 ON A SUB-TOTAL
 END

produces a report of committed funding by county and by application, with a sub-total for each application and a county sub-total as follows:

CO	APPL	COMM-AMT
---	---	-----
01	A	10346
*TOTAL APPL A		
		10346
	B	8225
*TOTAL APPL B		
		8225
	C	50920
*TOTAL APPL C		
		50920
	D	4205
*TOTAL APPL D		
		4205
	E	4867
*TOTAL APPL E		
		4867
	F	3600
*TOTAL APPL F		
		3600
	G	27519
*TOTAL APPL G		
		27519
	H	68613
*TOTAL APPL H		
		68613
	I	28117
*TOTAL APPL I		
		28117
	SCCO	600
*TOTAL APPL SCCO		
		600
*TOTAL CO 01207013		

HEADINGS

Heading can be entered on a report by using the RAMIS HEADING function followed by up to six lines of heading text as in the following request:

```
TABLE
HEADING
AVERAGE AND PERCENT COMMITMENT
      BY PURPOSE FOR FY73
FILE VESAMP
SUM AVE*COM AND PCT*COM
BY PU
END
```

will produce a report with the heading printed before the listing of the report.

NOTE: The last three lines of heading are printed on a line with the first three, but on the right of the pages.

Operations on Data

Instead of retrieving a data field and using it as retrieved in a report, several direct operations can be performed on it. The operation is called forth by using one of seven prefixes. Only fields in the verb portion of a request can be processed in this manner.*

<u>Prefixes</u>	<u>Definition</u>
AVE*	Average of data values
MAX*	Maximum of data values
MIN*	Minimum of data values
LST*	Last data value on list
FST*	First data value on list
ASQ*	Average sum of squares
PCT*	Percent of column total

*RAMIS permits other, more complex, operations. See RAMIS manual for details.

The length of a field name with prefix must be 12 characters or less. Hence, if a name is more than 8, use a short synonym.

Example of the AVE* and PCT* Operation

The report request shown above under the discussion of the HEADING operation will calculate the average committed funds by purpose and the percent each is of the total committed as follows:

AVERAGE AND PERCENT COMMITMENT BY PURPOSE FOR FY73		
PURP-USE	AVE COMM-AMT	PCT COMM-AMT
-----	-----	-----
A	0	0
D	70	0
DIS	8000	21
F	4078	19
G	4901	5
HAN	3388	7
PS	2519	2
S	3274	15
	2284	27

Defining the Types of Data

The RAMIS System must be told the type of data it is dealing with.

The type and length of each data field can be:

. Data Type

A	ALPHANUMERIC
I	INTEGER
F	DECIMAL
D	DECIMAL EXTENDED PRECISION

These are used for numbers on which computations are to be made.

. Number of Characters

for A 1 to 72 CHARACTERS (letters, numbers, allowed symbols)

for I 1 to 9 DIGITS

for F 1 to 12 DIGITS

for D 1 to 16 DIGITS

The computational data types I, F, and D, permit arithmetic calculations to be performed on the data.

Type

I Integer, is any number using the digits 0 to 9 and + or -. The length is specified only for display format purposes. (All type I numbers are stored internally as 4 byte binary integers.) For example, Type I6

Example 316748 51893 (leading 0 can be a blank)

F is any number using the digits 0 to 9 and + or - and a decimal point. (Internally the number is stored as a single-precision, floating-point number.) Examples of Type F8.2 are: 31678.00 - 319.78

Note that the sign and decimal point count as positions.

D is the same as F except the number is stored as a double precision floating point number and commas are inserted when displayed, e.g., Type D10.2, Example: 3,798,514.32

(Note how the number of places to the right of the decimal point is specified in decimal part of length.)

Advanced Features

The remainder of this section mentions some other features of RAMIS. Details are given in the RAMIS user's manual.

Post Processing Calculations

. After a report is retrieved, calculations can be performed on the columns of the report before it is printed.

The report is given the name of OUTPUT and is referenced as file OUTPUT.

The columns of the report are automatically labeled C1, C2,...Ci, where C1 is the first data field mentioned in the verb portion of the request statement, C2 the second, etc.

For example: FILE OUTPUT

 PCT-FUNDED?F5.2 = (C1/C2) *100.

 RUN

 TABLE

 HEADING

 PERCENT FUNDED BY LEA

 FILE VESAMP

 SUM COM AND REQ

 BY CO BY L

 END

produces a report of total committed funds and total requested amount by LEA by county and the ratio of committed to requested funding by LEA by county as follows:

PAGE 1

PERCENT FUNDED BY LEA				
CO	LEA	COMM-AMT	REQT-AMT	PCT-FUNDED
--	---	-----	-----	-----
01	00CC	66200	414011	15.99
	0120	123951	546934	22.60
	1790	11926	96233	12.39
	1960	14660	58777	24.94
07	00CC	62665	1585917	3.95
	0680	367146	561602	65.37
	0800	44133	184336	23.94

The DEFINE Command

The DEFINE command is used when a temporary data field is to be described. The definition of a temporary data field can be mathematical combinations of fields or other temporary data fields (if they are computational types). They can use logical test relations. Up to 10 temporary data fields can be active simultaneously for one file. Once defined, the temporary field can be treated exactly like a file data field in the request statements. The temporary data fields remain active for the duration of the run.

Example of DEFINE

To determine the amount of unfunded requests (difference between requested and recommended funding, if recommended is less than requested) by purpose by county, the following request is used:

```
DEFINE
FILE VESAMP
UNFUNDED/F7.0 = IF REC LT REQ THEN REQ-REC ELSE 0
END
TABLE
FILE VESAMP
WRITE UNFUNDED
BY CO BY PU
END
```

to produce the following report:

CO	PUMP-USE	UNIT USED
--	-----	-----
01		0.
	DIS	36856.
	F	36443.
	G	55184.
	PS	416517.
	S	362602.
06	A	31740.
	DIS	415037.
	F	12141.
	G	15443.
	HAN	103200.
	PS	134323.
	S	751169.
07		18500.
	D	4785.
	DIS	221036.
	F	17710.
	G	20500.
	HAN	59500.
	PS	10675.
	S	180935.

Sequences of Defined Data Fields

- . During retrieval the real data fields are tested first. If a record passes all real tests, then the temporary fields are computed, and they, in turn, are tested, if necessary, before the record is accepted for inclusion in a table.

This sequence is crucial because it permits one record to be compared to another.

HOLD File

Another way to perform post-retrieval calculations or supplemental screening is to place the desired records in

a HOLD file. Then all reports are requested from the HOLD file rather than the original data file. This has several uses:

If several reports using the same subset of records are to be produced, it is more economical to extract them from the large data file, hold them, and retrieve from the smaller HOLD file.

If it is not known how many records will meet the qualifying conditions, they can be held and subsequent qualifiers used to reduce this number. These in turn can be held again or printed.

The order of the print columns can be changed.

Temporary data fields can be defined for the HOLD field after one has been created.

DATA MANAGEMENT CONCEPTS

File Structure

The data elements which comprise the information system have a hierarchial ordering. RAMIS capitalizes on this ordering by storing records in a "tree" structure. In order to understand how each of the RAMIS data management commands work, it is necessary to keep in mind the basic ideas behind the "tree" structure. These are quite simple. Consider a small APPLICATION file with only five data fields. These are:

COUNTY

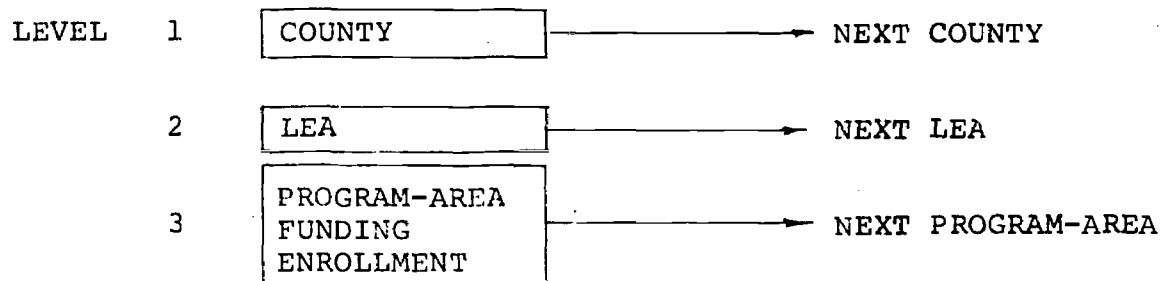
LEA

PROGRAM AREA

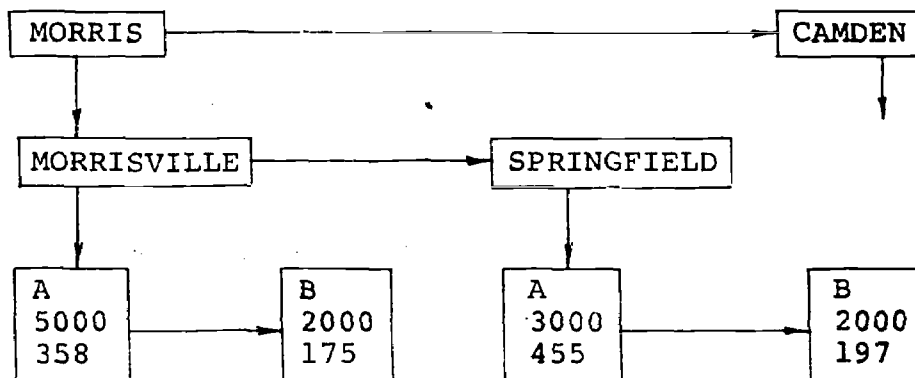
FUNDING

ENROLLMENTS

In a "tree" structure the more general element is on a higher level and points to less general elements which are branches of lower levels, and these in turn might point to still lower level branches. Schematically, the records for the APPLICATION File might look like:



Data stored in this structure might look like:



Note that the COUNTY name, MORRIS, is stored only once. It points to a list of LEA's-MORRISVILLE, SPRINGFIELD, etc. These are stored only once for the COUNTY and point to the detail part of the record containing the PROGRAM-AREA, FUNDING amount and ENROLLMENT. If there are several details for an LEA, they form a branch or chain. Similarly, the LEAs form a chain and on the top of the tree, the county names form a chain with one county linked to another.

On each level of the tree a segment of the complete record is located.

Data Management Functions

The RAMIS data management process can perform three types of functions on record segments. In the input type of operation, new record segments are created, which therefore, expand the physical size of the data base. The commands INPUT, INCLUDE, and CREATE,* fall into this category. In the update type of operation, data values in existing record segments are modified, and no new ones are added. The size of the data base is unchanged. The commands UPDATE and CHANGE fall into this category. A REVISE command can both modify existing as well as add new record segments. The third type of operation is the DELETE command which removes record segments from the "tree" structure.

*not a complete list, see RAMIS manual.

Methods for Describing Data

In order to modify the contents of a data file it is necessary to describe how modifying transactions are to be matched with data file records. For example, in order to delete a record, we must be able to describe the record to be deleted. This can be done in one of two ways. A shorthand procedure called the standard system format can be used to both identify a field and its value. For example, COUNTY = MORRIS, LEA = SPRINGFIELD, PROGRAM = B, FUNDING = 2000, specifies four data fields and their values. The second method is called the non-standard format and is used most conveniently for larger volume transactions or when data exists in specific format so that the format needs to be described to the RAMIS system. Non-standard format is described below.

A complete set of options are available which can be used to describe the transactions and control the matching and placement of records which are submitted in either the shorthand standard system format or the non-standard format. The options have the purpose of helping to describe the transactions, which data fields are to be used as keys, which to use to replace data base fields, etc., as well as to indicate the physical location of the transactions, i.e., on a disk or tape, and whether the transactions are sorted or unsorted, plus numerous other details needed to completely describe how the data base is to be altered by the transactions. Refer to the RAMIS manual for a more complete description of these options.

INPUT

New records can be added to a data file through the INPUT command. An assumption is made that complete records are being submitted. If data fields are absent, then default values will be assigned to them; blanks for alphanumeric fields and zeroes for computational fields.

The given input record will be matched with data base records, and at the lowest point of non-match, new record segments will be added. Matching is done data field by data field, using each field in turn as a key. (This is the basic difference between INPUT and INCLUDE which allows selected data fields to be used as keys.) The complete record situation occurs so frequently that a separate function is worthwhile.

In order to activate the INPUT function, the first card* of data must be:

Col

1

INPUT

At the end of the input data, the word END must appear on a card by itself.

If however, the input data resides apart from the control cards, i.e., on magnetic tape, then the END card is placed after the FILE card.

*or line if working with time sharing RAMIS

Example: Input data and control cards together

INPUT

FILE INVOICE

COUNTY = MORRIS, LEA = MORRISVILLE, PROG = A, 5000, 200, \$

PROG = B, 3000, 150, \$

COUNTY = CAMDEN, LEA = ORANGE, PROG = A, 3500, 150, \$

END

Example: Input data on external file called APPDATA

INPUT

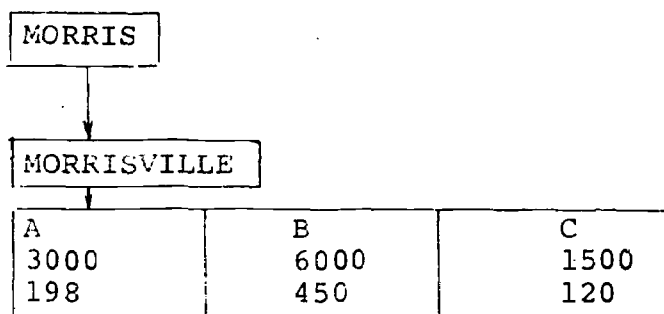
READ/APPDATA

FILE INVOICE

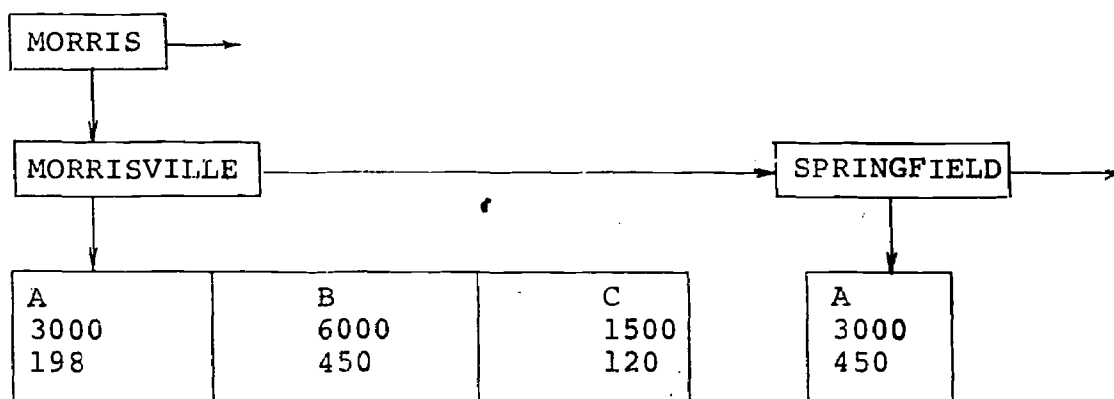
END

On the physical file identified by APPDATA, an end-of-file mark signals the physical end of the data set.

The search strategy during the INPUT is to keep traveling down the tree structure matching the input record with existing data base records until a point is reached at which a climb up the tree is needed. This becomes the point of input of the new record. For example, consider the following 3 data records in the APPLICATION file;



If a new record is submitted with data of:
 COUNTY = MORRIS, LEA = SPRINGFIELD, PROG = A, FUNDING = 3000,
 ENR = 450, it will match on county name, but not on LEA; hence,
 after input of this record, the file will appear as:



If another record for the same COUNTY & LEA is submitted,
 it will be added on the bottom 'detail' level and the detail
 chain only will grow in size.

Non-Standard Input

When the standard input procedure is not used, then it is
 necessary to supply a description of the input form at the time
 the data is presented. This description must be placed after
 the INPUT card and before the FILE card. The description is

FØRM/X3, 12, 12, X5, 4, X2, 8, 8

card column

1 4 16 28 33 39 47 54
A B C M O R R I S S P R I N G F I E L D B 3000 150

Coupled with the ability to describe the layout of the input is an option to change the order in which the entries are presented. That is, the first entry of the input does not have to be entry number one as described in the record description. The order of the input entries can be listed on a card headed ORDER/ with items separated by commas.

ORDER/ 2, 1, 3, 4, 5

would mean that for the APPLICATION file the second entry, LEA, appears first, followed by the first entry, COUNTY, etc.

The end of the data input in a non-standard form is signalled in the same way as for standard input. That is, the word END appears on a card by itself after the last data card.

Example:

```
INPUT
READ/NEW DATA
FORM/X10, 4,3
FORM/5, X1, 3
ORDER/1,2,4,6
FILE SAMPLE
END
```

Each data field allocated on the FORM card must have a corresponding data identifying field on the ORDER card, otherwise, an error is signalled. In the above example, the FORM cards allocate 4 data fields, and the ORDER card the same number. If an ORDER card is not provided, a natural ordering is implied, e.g., 1,2,3,...etc.

CHANGE

Information stored in the central data base case can be changed by use of the system function called CHANGE. Changes are "global" in the sense that all records meeting the stated conditions are altered. Hence, to alter a single record a unique 'key' or path to the record must be provided and this is more conveniently done via the UPDATE procedure and is the essential difference between CHANGE and UPDATE. A "global"

change is very useful in a variety of situations. For example, if the name of a product is to be changed, then all records with this name have to be changed and their number may be unknown. The only key to the records to be changed is the old name itself.

The system is informed that a change is to be performed by the function card:

1

CHANGE

The procedure for entering a change follows the standard system input format. It is not necessary, however, to provide a complete record, i.e., all entries accounted for. Those not mentioned are left intact.

UPDATE

The UPDATE function is used when a record already exists but one or more of its entries is to be modified. The process consists of providing keys to be used to find the appropriate record and then modifying other designated entries. The entries to be modified are signalled with the word SET = in front of them (see also the SET/option in the RAMIS manual).

In the UPDATE activity a given transaction record modifies only one data base record in a one to one correspondence. The

fields used as keys to locate a record must be different from the data fields which are to be modified.

There are two modes of updating a field in a record. In the first mode, the new information replaces the old information. In the second mode, if the data values are numerical, then they can be automatically added to the old information, thus maintaining a running balance.

REVISE

Three fundamental operations have to be performed in order to maintain a data file. New records have to be added to the file, existing records modified, and existing records deleted. Separate RAMIS commands are available to perform each of these activities. These are INCLUDE, UPDATE, and DELETE. The REVISE command combines the first two of these operations. It permits a transaction record to be matched against the contents of a data file, and if a match is found, the selected data file record is modified accordingly by the transaction record (UPDATE). If a match is not found, a new record is added to the data file (INCLUDE). This sequence of operations with small variants is fundamental in a very large number of applications.

DELETE

Records stored in the data base can be entirely deleted. The process is similar to making a CHANGE except that the process is not "global". The record deleted is the first one retrieved which passes the screening condition. The system is informed of a deletion by the function:

1

```
DELETE
```

The record to be deleted is written in standard system format and the point at which deletion is to occur is identified by the word =OUT=. For example, if a LEA is to be deleted from the APPLICATION file and its name is SPRINGFIELD, then it is deleted by:

```
DELETE
      FILE/
2 = OUT = 'SPRINGFIELD', $
      END
```

Creating New Files

The first step in setting up a RAMIS application is to specify what the data fields in each file will look like. That is, each data field will be given a name, a type, alphanumeric or computational, a maximum length, and a number of other attributes. The attributes about each data field will be remembered by RAMIS and will be stored in a reserved RAMIS file named MASTER. There are several ways in which these attributes can be presented to the MASTER file. CREATE will place information directly into the MASTER file. The command INPUT is able to place information into any RAMIS file including the MASTER file, and all of the procedures

for management of information in the data files can be used to maintain the file descriptions in the MASTER file by UPDATE, CHANGE, etc.

Once a description for a file has been specified and data for the file has been stored, then the description acts like a template to define the data fields. Some of the attributes of the description can be changed at this point, but not if they would no longer describe the type or length of the physical records as they are stored.

CREATE

In order to store data in a new RAMIS file, the file must first be described and this description also stored in the system. All record descriptions of every file in the system comprise what is called the MASTER file. Hence, when a new file is to be described, the description is considered to be data for the MASTER file, and the standard input format is used to enter the required items of information about the new file.

The command CREATE is used to inform RAMIS that data for the MASTER is being entered. The various items of information which must be entered as part of this new file description process are controlled by an internal image of the MASTER file. This requires that 13 items of information be entered for each data field being described.

The system is informed that a new file is to be entered by the function card;

1

CREATE

After this, as in the standard format, comes the name of the file to receive the data, in this case, the name MASTER. Then comes the items in the record description.

APPENDIX B .

Illustrative Instructions for Preparing Vocational Education Funding Applications

**GUIDELINES FOR COMPLETING
APPLICATIONS FOR
FEDERAL VOCATIONAL EDUCATION FUNDS
(P.L. 92-318)
FOR FISCAL YEAR 1974
SCHOOL YEAR 1973-74**

**SUBMISSION DEADLINE
FOR APPLICATIONS
OCTOBER 16, 1972**

NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
225 WEST STATE STREET
TRENTON, NEW JERSEY 08625

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25	26	27
28	29	30
31	32	33
34	35	36
37	38	39
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Line Control Number	COURSE TITLE OR PROJECT	OE CODE (See Appendix)	Starting Date	Ending Date	Number of Weeks Course Is to Run	Check One		PREVIOUS APPROVAL NUMBER	SCHOOL NAME Where Course/Project is Located	NAME OF TEACHER	Teacher Fully Qualified or						
						Ongoing	New				Yes	No					
01	Farm Mechanics	01.01.03	9/72	6/73	34		71.	21.9254-113	Yokum Township High School	Mr. Joseph Yupprie	X						
02	Plant Science	01.01.02	7/72	8/72	6		X	None	Yokum Township High School	Mr. Jason Mason	X						
03	Agricultural Prod.	01.01	9/72	6/73	34		69.	21.128	Yokum Township High School	Mr. Robert Stubb	X						

10 ESTIMATED GRADE LEVEL ENROLLMENT FOR LISTED COURSE

[illegible]

11		12		13						
Line Control Number	TEACHER'S TOTAL SALARY	Number of Minutes Spent Per Week		a	b	c	d	e	f	
		On Listed Course	On Other Courses							
01	\$10,000	250	1000	Teacher Pro-Rated Salary for Listed Course	Teacher and Student Travel Costs (Field Trips In-State Only)	Supplies	Tool and Equipment Purchase	Equipment Rental Costs	Other Costs	
02	\$9,000	1170	0	\$2,000	\$95	\$120	\$205	\$35	\$50	
03	\$12,000	810	810	\$6,000	\$80	\$150	\$250	\$60	\$35	

[illegible]

7

FUNDING POLICIES FOR FISCAL 1974
(School Year 1973-1974)

Due to limited funds, proposals will be recommended for funding according to the following priorities:

*

Top priority: New or innovative courses

Second priority: Ongoing programs

It is noted that all funding will be subject to the following mandated criteria in the Act (P. L. 92-318), as a minimum:

1. Manpower Needs and Job Opportunities
2. Vocational Education Needs
3. Relative Ability to Provide Resources
4. Relative Costs of Programs, Services and Activities

The Division encourages year-round (12 months) operation of Vocational programs and views such proposals with added consideration.

In conformity with requirements of Federal Law and the State Plan, Federal funds should be used to supplement, and not supplant, local funds for vocational education purposes.

SPECIFIC PROGRAM POLICIES

INTRODUCTION TO VOCATIONS: Salaries for Introduction to Vocations will not be funded except when staff is employed beyond the normal teaching load.

TECHNOLOGY FOR CHILDREN: Technology for Children programs are funded for first year only... Thereafter only minimum funds for equipment and/or supplies. No salary or travel.

ADULT VOCATIONAL TECHNICAL AND APPRENTICESHIP PROGRAMS: Ongoing adult vocational technical and apprenticeship programs will not be considered for funding; however, new and/or innovative programs will be considered for funding, subject to availability of funds, as with all other programs.

HEALTH: Applications must show evidence that early planned clinical experience for students are being or will be implemented in order to be considered for funding. New program applications should be accompanied with a letter of commitment from the administrator of the facility in which clinical experiences will be offered.

*A course that has not been offered in the school district prior to July 1, 1973.
(A course offered in a second school within the district is an extension.

SPECIAL NEEDS AND COOPERATIVE EDUCATION: Supplementary sheet to accompany application providing information on disadvantaged and handicapped students to be served must be completed.

No Part G funds are to be used for equipment in cooperative programs.

OFFICE OCCUPATIONS: Applications for funding may be submitted for the second year of sequential office courses. First year courses such as Typing I, Shorthand I, Bookkeeping I, will not be funded.

Since the resource demands exceed the amount of money available for disbursement to local districts, the district should consider the preceding policies and apply for Fiscal Year 1974 fund accordingly.

GUIDELINES

Do not complete the regular application for courses or projects for which you applied in Fiscal Year 1973 (school year 1972-73). For these projects or courses applied for in Fiscal Year 1973, you should receive a combined education agency print-out, estimated enrollment form, and supplemental forms.

In order to apply, the print-out, estimated enrollment sheets, and supplemental forms (if necessary) should be completed in ink by filling in the amount requested for each category by line. The line should then be totaled. (i.e. Line F 01 pro sal 4,260, total 4,260). If you are requesting monies for more than one teacher or monies for any other category, you must complete a supplemental form. If no money is being requested for a course or project, put zeros in the total column.

After completing the print-out, the chief Administrative Officer of the local educational agency should sign the print-out sheet with the word approved. These sheets, properly completed should be submitted in triplicate to the County Superintendent's office for submission to the Division of Vocational Education.

REGULAR APPLICATION

THE NUMBERS AND LETTERS OF THESE GUIDELINES CORRESPOND EXACTLY TO THE NUMBERS AND LETTERS ON THE APPLICATION FORM. EACH REQUEST FOR AN INFORMATION ITEM IS CLARIFIED BY AN EXAMPLE AS WELL AS BY A WRITTEN EXPLANATION, WHICH IS ITALICIZED.

Date: September 28, 1972

The date application is filled out

PART 1

APPLICATION OVERVIEW

A. Local Educational Agency Requesting funds:

The term "Local Educational Agency" means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in the State; or any other educational institution or agency such as a junior or community college or State operated area education program.

The "code" refers to New Jersey Public School District and School Codes (as listed by State Board Classification) and is required only when the LEA is a public school district or public school.

Name: Yokum Township Board of Education Code# of LEA: 21.9254

County: Mercer Phone: TW6-0221

B. Circle below the ONE Total Program Area for which funds are being requested on this application. A separate application form must be submitted for each Total Program Area. The Total Program Areas are the following:

Only one Total Program Area should be circled, because funds for each Total Program Area must be requested on a separate application form. A chosen Area is circled below as an example and used throughout the guidelines for explanatory purposes only.

- a. Agricultural Education (Include Cooperative Education)
- b. Distributive Education (Include Cooperative Education)
- c. Health Occupations Education (Include Cooperative Education)
- *d. Home Economics Occupations (Include Cooperative Education)
- *e. Consumer and Homemaking Education
- f. Office Occupations (Include Cooperative Education)
- g. Technical Education (Include Cooperative Education)
- h. Vocational-Industrial Education (Include Cooperative Education Programs and WECEP)
- i. Employment Orientation
- j. Introduction to Vocations
- k. Technology for Children

*Submit as one program area entitled "Letter D"

- 1. Vocational Guidance and Counseling
- m. Apprenticeship Training
- n. Career Development (total sequential development N-Adult)

C. Staff member responsible for operating the Total Program Area:

Name: Mr. Zeke Zimalski Title: Chairman of Agricultural Ed. Depart.
 School Address: Yokum Township High School, Yokum, New Jersey
 Phone: TW6-0221, Ext. 701

NEXT, TURN TO INSIDE PAGE AND FILL OUT
 COURSE-RESOURCE REQUIREMENTS SHEET.

The inside page is marked "B" in the upper right hand corner, and includes pages C and D.

COURSE-RESOURCE REQUIREMENTS

Example 1

PAGE 1 of 1 PAGE(S) Since this application form has room for listing only 17 courses

Example 2 (01 to 17 line control numbers), the page numbers will conform to the first example

PAGE 1 of 2 PAGE(S) on the left if no more than 17 courses are included in the Total
 PAGE 2 of 2 PAGE(S) Program Area.

Example 3

PAGE 1 of 3 PAGE(S) If more than 17 courses are included in the Total Program Area,
 courses above that number will have to be listed on an additional application form.

PAGE 2 of 3 PAGE(S) If additional forms are used, the original should be numbered "1"

PAGE 3 of 3 PAGE(S) and each additional form should be sequentially numbered, as in example 2 and example 3 on the left.

When using more than one application form for a Total Program Area the LEA should complete on the additional forms only the Course-Resource Requirements as requested in pages lettered B,C, and D.

TOTAL PROGRAM AREA Agricultural Education

The Total Program Area written here should be the same as the Total Program Area circled in Part 1, section B.

Cooperative Education Programs should be considered a part of the Total Program Area to which they are related. The State Plan for Vocational Education defines a Cooperative Vocational Education Program as "a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and his employability.

COMPLETE SECTIONS 1 THROUGH 15 FOR EACH LISTED COURSE WHERE APPLICABLE

Sections 1 through 15 indicate the resource requirements of each course for which funds are being requested. The LINE CONTROL NUMBER which applies to the course listed under Section 1 should be maintained throughout sections 1 through 15, as shown in the model charts of these guidelines in front of handbook.

All the information on line 01 in the model charts pertains to the course listed by the Line Control Number 01 in Section 1.

All the information on line 02 in the model charts pertains to the course listed by the Line Control Number 02 in Section 1.

All the information on line 03 in the model charts pertains to the course listed by the Line Control Number 03 in Section 1.

If the information requested in any section does not apply to the listed course, that section should be marked NA (not applicable)

A verbal explanation of each section follows.

SECTION 1: COURSE TITLE OR PROJECT

List the courses or projects which belong to the Total Program Area for which funds are being requested on this application noninclusive of courses or projects listed on printout. If the Total Program Area belongs to categories a. through h. in Part 1, Section B of the application, the "course title or project" should correspond to a course or project listed in the OE Code List included in the Appendix of these Guidelines.

If the Total Program Area belong to categories i. through n. in Part 1, Section B of the application the "course title or project" listed will most likely be identical with the Total Program Area designation, such as "Technology for Children" or "Introduction to Vocations". If, however, Apprenticeship Training is circled, the title listed should be specific, such as "Carpentry" or "Electricity" or "Plumbing".

SECTION 2: OE CODE (SEE APPENDIX)

Give the appropriate code for the course or project listed in Section 1. If the Total Program Area belongs to categories a. through h. in Part 1, Section B of the application, the code should be the number listed next to the course title or project on the OE Code List included in the Appendix.

If the total Program Area belongs to categories i. through n. in Part 1, Section B of the application, insert the Code which has been assigned to Total Program Area by the Division of Vocational Education. This code will be found on the first page of the OE Code List included in the Appendix.

BE SURE TO LIST COOPERATIVE PROGRAMS with OE code prefix followed by .99
(i.e. 01.99 AGRICULTURAL COOP COURSE)

SECTION 3: STARTING AND ENDING DATE

Give the starting and ending dates of each course listed. The dates should be given in terms of the month and year, and should be expressed in digits, such as 9/73 (starting) and 6/74 (ending). Both the starting and ending date must fall within the Fiscal Year for which the application is being submitted. Include on this application all Summer courses to be conducted during the Fiscal Year for which this application is being submitted.

SECTION 4: NUMBER OF WEEKS COURSE IS TO BE CONDUCTED

Give the number of weeks the course is to be conducted, excluding vacation weeks.

SECTION 5: ONGOING, NEW OR INNOVATIVE

A course is considered Ongoing if it has been a curriculum offering of the local education agency prior to July 1, 1973. Do not fill out this application for courses previously submitted in Fiscal Year 1973 (School year 1972-73). See explanation on page 3.

For Ongoing courses enter school year course was first given. Use two digits to indicate Fiscal Year, if the course was offered prior to Fiscal Year 1965, just enter '64. If course was ever funded before Fiscal Year 1973, but after 1965, indicate previous approval number.

A course is considered New if it has not been a curriculum offering of the local educational agency prior to the fiscal year for which funds are being requested. (A course offered in a second school within a district is considered an extension.)

SECTION 6: PREVIOUS APPROVAL NUMBER

If the course or project is "ongoing" and has received funds from the Division of Vocational Education in any fiscal year since 1965, but not inclusive of Fiscal Year 1973, give the previous approval number assigned by the Division of Vocational Education, i.e. 21.9254-13/21.103. If the course or project is "new", or "ongoing" but has never received funds from the Division of Vocational Education in any Fiscal Year since 1965, this section should be marked NONE.

SECTION 7: SCHOOL WHERE THE COURSE OR PROJECT WILL BE CONDUCTED

Give the name of the school where the course or project will be conducted.

SECTION 8: NAME OF TEACHER

Give the name of the teacher who will teach the course, or of the person who will supervise the project. If more than one person is teaching or supervising the course or project, list ONLY the ONE person who is mainly responsible. If two or more persons share equal responsibility for the course or project, still list only one person; the other persons will be accounted for under "Other Costs" in Section 13 f. below.

SECTION 9: TEACHERS FULLY CERTIFIED OR QUALIFIED

Instruction must be conducted by appropriately certificated teachers and supervisors (as defined by the State Department of Education). If the teacher or supervisor holds a Standard Certificate for the course listed, check "yes"; if he has only sub-standard certification, check "no".

Where certification is not applicable, the instructional staff shall be assigned duties appropriate to their qualifications and to the requirements of the program.

SECTION 10: GRADE LEVEL ENROLLMENT FOR LISTED COURSE

The figures in section 10 should show the estimated enrollment for each of the courses listed in Section 1. The estimated enrollment is broken down by grade, sex, and whether the students will be regular, disadvantaged, or handicapped. For those special needs students, classified as ungraded, cross out column N-3 and write in ungraded for those course lines where this classification is applicable.

DISADVANTAGED persons means persons who have academic, socioeconomic, cultural or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason required specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.

HANDICAPPED PERSONS MEANS MENTALLY retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

REGULAR students are those not defined as disadvantaged or handicapped above.

POST-SECONDARY enrollment represents those persons enrolled in vocational courses or projects which are primarily designed for youths and adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market in an occupational title which is higher on the career ladder than any previous employment.

ADULT enrollment represents those persons enrolled in vocational programs on a part-time basis who are legally employed, or seeking employment, and need training or retraining to achieve stability or advancement in employment.

An adult student is an apprentice only if he has formally committed himself to apprenticeship training. An apprenticeship is an approved program for learning a trade. It is an employer-employee educational relationship which is based upon a written agreement, and it consists of skill training, on the job, and related instruction in the classroom. A program of apprenticeship must be approved by the State approving agency as meeting the standards of apprenticeship program published by the Secretary of Labor pursuant to Section 50A of Title 29, United States Code.

SECTION 11: TEACHER'S TOTAL SALARY

Give the total salary of the teacher listed in Section 8. This should be the anticipated annual contracted gross salary of the teacher for all of his teaching duties, not just for the listed course.

SECTION 12: NUMBER OF MINUTES SPENT PER WEEK

Indicate the teaching and/or coordinating load in terms of minutes per week, breaking it down into two parts: The first column in Section 12 should show the number of minutes per week that the teacher will spend teaching and/or coordinating the listed course; the second column in Section 12 should show the number of minutes per week that the teacher will spend on all other courses.

SECTION 13: THE AMOUNT SHOWN IN EACH SECTION, a. THROUGH f., IS THE ACTUAL REQUEST FOR FEDERAL AND/OR STATE VOCATIONAL FUNDS

In this section, the total amount of Federal and/or State vocational funds being requested for each course should be broken down into the following categories:

- a. Teacher Pro-rated Salary for Listed Course
- b. Teacher and Student Travel Costs (Field Trips In-State Only)
- c. Supplies Costs
- d. Tool and Equipment Purchase Costs
- e. Equipment Rental Costs
- f. Other Costs

DO NOT INCLUDE IN THIS SECTION ANY PORTION OF THESE ITEMS BEING PAID FROM LOCAL FUNDS.

SUBMIT SEPARATE WORK SHEETS FOR EACH COURSE FOR WHICH ALLOCATIONS ARE REQUESTED IN COLUMNS b. THROUGH f. THESE WORK SHEETS WILL LIST BY ITEM HOW THE REQUESTED ALLOCATIONS ARE TO BE SPENT.

a. TEACHER PRO-RATED SALARY FOR LISTED COURSE

The pro-rating should be determined by the ratio between the total weekly teaching and/or coordinating load and the minutes per week to be spent on the listed course. For example if a teacher has a gross annual salary of \$10,000 and will spend 250 minutes of his 1000 minute weekly schedule teaching and/or coordinating the listed course, the pro-rated salary listed should be \$2,500.

b. TEACHER AND STUDENT TRAVEL COSTS

Teacher travel expenses are for use within the State only and are to be utilized explicitly for the supervision of students enrolled in the proposed course or project. Allocations may be requested only for student field trips which are to be taken within the State. On the separate work sheet state the purpose (including educational objective), the destination, and the cost of each trip.

c. SUPPLIES COSTS

A supply is any article which meets one or more of the following conditions: 1) it is consumed in use; 2) it loses its original shape or appearance with use; 3) it is expendable, that is, if the article is damaged it is more feasible to replace it with an entirely new unit rather than repair it; 4) it loses its identity through incorporation into a different or more complex unit substance. Supplies will be funded only to the extent of reasonable annual consumption by the proposed program enrollment. Supplies and their costs should be listed by item on the separate work sheet for the course. NOTE: Supplies which meet the above conditions will be approved only for those programs conducted for the purpose of meeting the needs of handicapped, disadvantaged, and consumer and homemaking programs funded in economically depressed areas or areas with high rates of unemployment. It is the State's prerogative to limit eligibility or to exclude items from proposals for budgetary reasons even though such items may be classified as being eligible for funding. A substantiating statement for such deletions will be provided on the proposal funding sheet.

d. TOOL AND EQUIPMENT PURCHASE COSTS

A tool or equipment item is a movable or fixed unit of furniture or furnishings, an instrument, or machine, an apparatus or set of articles, which meets all of the following conditions: 1) it retains its original shape and appearance with use; 2) it is not expendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it than to replace it with an entirely new unit; 3) it represents an investment of money which makes it feasible and advisable to capitalize the item; 4) it does not lose its identity through incorporation into a different or more complex unit or substance.

An eligible item of equipment is considered to be one which meets the following requirements: 1) it conforms with State safety standards; 2) it is suitable for the development, presentation, learning and evaluation of vocational-technical instructional programs; 3) it is of such nature that, with normal care and use, it may be expected to last for more than one year; 4) it is not an item which is normally used in furnishing an ordinary classroom, shop, or laboratory; 5) it is adaptable to the space intended for the instructional area; 6) its unit price is ten dollars or more.

Costs for installing purchased equipment (delivery to the school from point of delivery by the manufacturer or supplier, uncrating, assembling, placing and connecting to existing service lines) are considered part of the cost of equipment and should be so stipulated in the purchase order.

Each piece of equipment and its price should be listed on the separate work sheet for the course. It is the State's prerogative to limit eligibility or to exclude items from proposals for budgetary reasons even though such items may be classified as being eligible for funding. A substantiating statement for such deletions will be provided on the proposal funding sheet.

e. EQUIPMENT RENTAL COSTS

The only equipment rentals presently permissible are those costs incurred in the rental of Electronic Data Processing equipment used for instructional purposes in an approved vocational-technical education program. Any other rental costs shall be reviewed with the appropriate Division of Vocational Education specialist prior to submission of the program application.

The equipment to be rented and its cost should be specified on the separate work sheet for the course.

f. OTHER COSTS

Indicate in this column the total sum of other costs considered necessary to the successful operation of the proposed course, but not provided for in any of the other categories above.

On the separate work sheet for the course, specify each of these other costs.

Under "other costs" should be included the pro-rated salary of any teacher or teacher's aide, other than the teacher listed in Section 8, who takes part in instructing or coordinating the listed course. On the work sheet list each such additional teacher by name, and provide information requested.

SECTION 14: TOTAL REQUEST FOR FUNDS (a. through f.)

Indicate here the total request for Federal and/or State vocational funds for the listed course. The total request will be the sum total of the amounts indicated in Section 13, columns a. through f., for the listed course. This total request should equal a minimum of \$1,000.00 per line.

SECTION 15: LOCAL CONTRIBUTIONS

Indicate the total amount contributed by local sources toward operation of the listed course. If none, indicate NONE. This should represent the costs not listed in Section 13.

PART II

LONG RANGE PLAN FOR LOCAL EDUCATIONAL AGENCY VOCATIONAL-TECHNICAL EDUCATION

(Fill in) Agricultural Education
TOTAL PROGRAM AREA

The Total Program Area should be the same as that circled in Part I, Section B, and written at the top of the Course-Resource Requirements sheet.

	From Model Chart	Estimated From FY Base Case			
	Fiscal Year of Funding Request	FY 1975	FY 1976	FY 1977	FY 1978
COST ESTIMATION	\$14,355	\$15,790	\$17,369	\$19,005	\$20,905
ENROLLMENT ESTIMATION	85	87	90	90	90

This table estimates the cost of the Total Program Area for the Fiscal Year for which funds are being requested, and for the four following years. The cost estimation given for the "Fiscal Year of Funding Request" should equal the sum total of the "Total Request for Funds" (Section 14) plus the sum total of the

"Local Contributions" (Section 15) for the Total Program Area. In other words, to arrive at this figure all the amounts in the Section 14 column should be added up; all the amounts in the Section 15 column should be added up; and then the two sums should be added together.

The enrollment estimation given for the "Fiscal Year of Funding Request" should equal the total number of students listed under "Estimated Grade Level Enrollment for Listed Course" (Section 10) for the Total Program Area.

The estimation of cost and enrollment given for the following four years should be based on a realistic evaluation of the long range needs of the Total Program Area. The evaluation will be described and justified in the section below the table.

Descriptive Summary of Five Year Plan for Total Program Area Indicated Above

Briefly describe how this Total Program Area will contribute toward meeting the needs of students during the five years covered by the above table. If the Total Program Area is geared specifically to filling manpower needs, the description should include an analysis of how the program's capability to supply persons for employment relates to present and anticipated manpower needs. Present and anticipated manpower needs should be compared, and on the basis of this comparison the LEA should make a judgment as to whether the program cost and enrollment should increase or decrease over the five-year period covered by the table. This evaluation of actual and anticipated needs should be based primarily on Labor Market Area and County Manpower Forecasts (derived from census data and translated in terms of the Program Area OE Codes) which the Division of Vocational Education will supply. Where possible, the LEA should analyze the Total Program Area in terms of the job related clusters outlined in the OE Code List included in the Appendix. In the cases where the Total Program Area is not geared mainly to filling manpower needs, other appropriate factors should be analyzed to justify the need for the program.

WRITE PLAN IN SPACE PROVIDED BELOW

This descriptive summary of the five year plan for the Total Program Area should be essentially a justification of the cost and enrollment estimations given in the table.

If the Total Program Area belongs to categories a. through h. in Part 1, Section B of the application, the Total Program Area is geared specifically to filling manpower needs and therefore should be justified in terms of the program's capability to fill present and anticipated manpower needs. If the Labor Market Area and County Manpower Forecasts indicates that there will be an increase in jobs related to the Total Program Area, the LEA is justified in estimating corresponding cost and enrollment increases over the five-year period. If, however, the Labor Market Area and County Manpower Forecasts indicates a levelling off or a decrease in jobs related to the Total Program Area, the cost and enrollment estimates should reflect this levelling off or decrease unless sufficient justification for an increase can be given. For example, sufficient justification could be found in replacement needs such as those which would be required because of death and retirement factors within a certain occupational area.

Where possible, the descriptive summary should analyze the Total Program Area in terms of the job related clusters outlined in the OE Code List. For example, if the Total Program Area is "Agricultural Education", the LEA may discuss the need for expanding courses in "Agricultural Production" and Agricultural Mechanics", while also

mentioning that the cost of such expansion will be partially offset by a decreasing need in the "Agricultural Supplies/Services" cluster.

If the Total Program Area belongs to categories i. through n. in Part 1, Section B of the application the Total Program Area is not necessarily geared to filling manpower need, and should therefore be justified in terms appropriate to that particular Total Program Area.

Submit the original and two copies of this application to the County Superintendent for his signature. His office will retain one copy; the original and the other copy should be sent to :

Assistant Commissioner of Education, (State Director of Vocational Education), State Department of Education, Division of Vocational Education, 225 West State Street, Trenton, New Jersey 08625. The remaining copy will be retained by the LEA.

1. An Application for Approval of Proposed Changes in Secondary School Program (Form CI-1070) must be submitted to the Division of Curriculum and Instruction, Bureau of Administration and Supervision, for each "new" course.

One of these forms must be filled out for any course marked "new" in Section 5 of the application. However, this form should NOT be included with the rest of the application but should be submitted separately to the Division of Curriculum and Instruction, Bureau of Administration and Supervision, as directed on top of Form CI-1070.

2. Local Citizens Advisory Committee consulted in planning application?

() yes. () no.

The New Jersey State Plan for Vocational Education (Part 1, Section 3.21 (b) and the Federal Vocational Education Act Amendments of 1968 (Section 1.23 (f) require that applications for funds be developed in consultation with, and prior to submittal, be reviewed by, a local advisory committee. The advisory committee should be appointed by whatever official body is responsible for the proposed program. The committee should consist of five to seven members and be broadly representative of employers, organized labor and the general public. The committee members should be persons whose job responsibilities and experience are appropriate for the particular program being proposed. This group may serve as an Ad Hoc committee which after approval of the program is replaced by a permanent committee; or the same group may continue to function after the approval of the program.

SUGGESTED PARTICIPANTS

1. Local Advisory Council members involved in Vocational Programs.
2. Community Leaders (agencies, organization, groups).
3. Business and Management Representatives.
4. Labor Representatives.
5. Consultants from other outside educational agencies or from other local educational agencies who have had experience in planning or conducting educational or other programs and projects which require planning efforts. Examples: State staff representatives, teacher educators, professionals from area or from other local districts, members of planning boards, etc.
6. Student representatives.

A "Statement of Assurance" that an advisory council has been formed, as well as a list of names and affiliation of the members, must be maintained on file in the office of the LEA. This document is not to be submitted with the application but the State reserves the right to request the LEA to present it for review at any time.

3. I, the undersigned, certify that Parts I and II of this application were completed in accordance with the procedures outlined in the Guidelines, and that this application is accompanied by Addendum A and B (if applicable); said Addenda to be considered a part of the application. (Check appropriate box if enclosed.)

Addendum A: Survey of Occupational Experience (if new teacher)

Addendum A must be submitted for any teacher listed in Section 8 or on the "Other Costs" sheet for whom no Occupational Experience sheet has been submitted previously for the particular course listed. This sheet indicates the qualifications of the instructional personnel to teach and/or coordinate the course listed, or to assist in its instruction or supervision.

Addendum B: Topical Outline of Proposed Course (if never previously approved)

Addendum B will consist of an outline of every course marked "new" or "ongoing" in Section 5 of the application, for which a course outline has not previously been submitted to the Department of Education. There is no special form to be filled out for Addendum B, but the course outline should be entitled "Addendum B" and should give a clear description of the objectives, methods, and content of the proposed course.

Date: September 28, 1972
date of signature

Signed: _____
Chief Administrative Officer of
the Local Educational Agency

4. I, the undersigned, have reviewed and recommend this application.

Date: _____
date of signature

Signed: _____
County Superintendent

5. IF APPLICABLE: As authorized Model Cities Agency representative in this school district, I, the undersigned, have reviewed and recommend this application.

Date: _____ Signature: _____ Title: _____

APPENDIX

1. OE Code Listing arranged in cluster form within Total Program Areas.
2. Survey of Occupational Experience
3. Course Approval Application Form
4. Citizens' Advisory Committee Form

OE CODE LIST

For control purposes, the Division of Vocational Education has assigned the following codes to those Total Program Areas which ordinarily do not have an OE Code:

Total Program Area	Code
1. Employment Orientation	OE i
2. Introduction to Vocations	OE j
3. Technology for Children	OE k
4. Vocational Guidance and Counseling	OE l
5. Apprenticeship Training	OE m
6. Career Development	OE n

Where the application requests an OE Code number, insert either one of the above assigned codes or one of the regular OE Code numbers listed below. The criteria for determining the correct code are defined in the Guidelines.

01. 00 00 00 AGRICULTURE

AGRICULTURAL PRODUCTION CLUSTER

01.01	Agricultural Production	01.01 99	Agricultural Production, Other
01.01 01	Animal Science	From 16.02	Agricultural Related Technology
01.01 02	Plant Science	Technical 16.02 01	Animal Science
01.01 03	Farm Mechanics	Education 16.02 04	Plant Science
01.01 04	Farm Business Management	16.02 99	Agricultural-Related Technology, Other

AGRICULTURAL SUPPLIES/SERVICES CLUSTER

01.02	Agricultural Supplies/Services	01.02 03	Seeds
01.02 01	Agricultural Chemicals	01.02 04	Fertilizers (Plant Food)
01.02 02	Feeds	01.02 99	Agricultural Supplies/Services, Other

AGRICULTURAL MECHANICS CLUSTER

01.03	Agricultural Mechanics	01.03 07	Agricultural Electrification
01.03 01	Agricultural Power and Machinery	01.03 99	Agricultural Mechanics, Other
01.03 02	Agricultural Structures and Conveniences	From 16.01 02	Agricultural Technology
01.03 03	Soil Management	Technical 16.01 02 01	Agricultural Electrification Technology
01.03 04	Water Management	Education 16.01 02 02	Agricultural Machinery and Equipment Technology
01.03 05	Agricultural Mechanics Skills	16.01 02 03	Agricultural Structures and Conveniences
01.03 06	Agricultural Construction and Maintenance	16.01 02 99	Agricultural Technology, Other

AGRICULTURAL PRODUCTS CLUSTER

01.04	Agricultural Products (Processing, Inspection & Marketing)	01.04 02	Nonfood Products
01.04 01	Food Products	01.04 99	Agricultural Products, Other
01.04 01 02	Dairy Products	From Technical 16.02 02	Dairy Technology
		Education 16.02 03	Food Processing Technology

ORNAMENTAL HORTICULTURE CLUSTER

01.05	Ornamental Horticulture (Production, Processing Marketing and Services)	01.05 04	Landscaping
01.05 01	Arboriculture	01.05 05	Nursery Operation and Management
01.05 02	Floriculture	01.05 06	Turf Management
01.05 03	Greenhouse Operation and Management	01.05 99	Ornamental Horticulture, Other

ENVIRONMENTAL CLUSTER

01.06	Agricultural Resources (Conservation, Utilization & Services)	01.06 05	Water
01.06 01	Forests	01.06 06	Air
01.06 02	Recreation	01.06 07	Fish (Including Farms and Hatcheries)
01.06 03	Soil	01.06 08	
01.06 04	Wildlife (Including Game Farms and Hunting Areas)	01.06 99	Other Agricultural Resources

FORESTRY CLUSTER

01.07	Forestry (Production, Processing, Management, Marketing and Services)	01.07 04	Wood Utilization
01.07 01	Forests	01.07 05	Recreation
01.07 02	Forest Protection	01.07 06	Special Products
01.07 03	Logging (Harvesting and Transporting)	01.07 99	Forestry, Other
		16.06 03	Forestry Technology

04.00 00 00 DISTRIBUTION AND MARKETING

DISTRIBUTION AND MARKETING CLUSTER

04.01	Advertising Services	04.17	Industrial Marketing
04.02	Apparel and Accessories	04.13	Insurance
04.03	Automotive	04.14	International Trade
04.04	Finance and Credit	04.15	Personal Services
04.05	Floristry	04.16	Petroleum
04.06	Food Distribution	04.17	Real Estate
04.07	Food Services	04.18	Recreation and Tourism
04.08	General Merchandise	04.19	Transportation
04.09	Hardware, Building Materials, Farm and Garden Supplies and Equipment	04.20	Retail Trade, Other
04.10	Home Furnishings	04.31	Wholesale Trade, Other
04.11	Hotel and Lodging	04.99	Distributive Education

07. 00 00 00 HEALTH OCCUPATIONS

DENTAL CLUSTER

07.01	Dental	07.01 03	Dental Laboratory Technology
07.01 01	Dental Assisting	07.01 99	Dental, Other
07.01 02	Dental Hygiene (Associate Degree)	From Technical Education 16.03 01	Dental Hygiene (Associate Degree)

DIAGNOSTIC CLUSTER

07.02	Medical Laboratory Technology	From Tech. Ed. 16.03 04	Radiologic Technology (X-Ray)
07.02 01	Cytotechnology	07.05 03	Nuclear Medical Technician
07.02 02	Histology	07.05 99	Radiology, Other
07.02 03	Medical Laboratory Assisting	07.09 01	Electroencephalograph Technician
From Tech. Ed. 16.03 03	Medical Laboratory Assisting	From Tech. Ed. 16.03 02	Electroencephalograph Technician
07.02 04	Hematology	07.09 02	Electrocardiograph Technician
07.02 99	Medical Laboratory Technician, Other	From Technical Education 16.03	Health Related Technology
07.05	Radiologic	16.03 99	Health Related Technology, Other
07.05 01	Radiologic Technology (X-Ray)		

PREVENTATIVE CLUSTER

07.07 02	Radiological Health Technician	07.07	Environmental Health
07.08	Mental Health Technology	07.07 01	Environmental Health Assistant
07.08 01	Mental Health Technician	07.09 06	Community Health Aide
07.08 99	Mental Health Technology, Other	07.07 03	Sanitation Assistant
07.09 07	Medical Emergency Technician	07.07 99	Environmental Health, Other

REHABILITATION & RESTORATIVE CLUSTER

07.04	Rehabilitation	07.04 99	Rehabilitation, Other
07.04 03	Prosthetics	07.09 10	Orthopedic Assisting
07.04 04	Orthotics	07.06 02	Orthoptics

NURSING AND RELATED SERVICES CLUSTER

07.03	Nursing	07.03.99	Nursing, Other
07.03.01	Nursing (Associate Degree)	07.03.05	Surgical Technician (Operating Room Tech.)
16.03.05	Nursing (Associate Degree)	07.03.06	Obstetrical Technician
07.03.02	Practical Nursing (Vocational)	07.07.04	Medical Assistant (Physician's Office)
07.03.03	Nursing Assistant (AIDE)	07.09.65	Central Supply Technician
07.03.04	Psychiatric Aide	07.08.02	Mental Retardation Aide
07.03.07	Home Health Aide	07.09	Miscellaneous Health Education
07.03.08	School Health Aide	07.99	Health Occupations Education, Other

THERAPY CLUSTER

07.05.02	Radiation Therapy	07.06	Ophthalmic
07.04.01	Occupational Therapy	07.06.01	Ophthalmic Dispensing
07.04.02	Physical Therapy	07.06.03	Optometric Assistant
07.09.03	Inhalation Therapy	07.06.99	Ophthalmic, Other

09.00.00.00 HOME ECONOMICS

HOMEMAKING, FAMILY LIFE, AND CONSUMER EDUCATION CLUSTER

09.01	Homemaking — Preparation for Personal, Home and Family Living	09.01.05	Family Health
09.01.01	Comprehensive Homemaking or Home Economics	09.01.06	Family Relations
09.01.02	Child Development	09.01.07	Food and Nutrition
09.01.03	Clothing and Textiles	09.01.08	Home Management
09.01.04	Consumer Education	09.01.09	Housing and Home Furnishings
		09.01.99	Homemaking, Other

HOME ECONOMICS OCCUPATIONAL AND RELATED CLUSTER

09.02	Occupational Preparation	16.05.99	Home Economics — Related Technology, Other
09.02.01	Care and Guidance of Children	From 17.07.01	Interior Decorating
09.02.02	Clothing Management, Production and Services	Vocational 17.29	Quantity Food Occupations
09.02.03	Food Management, Production and Services	17.29.01	Baker
09.02.04	Home Furnishings, Equipment and Services	Industrial 17.21.02	Cook, Chef
09.02.05	Institutional and Home Management and Supporting Services	17.29.03	Meat Cutter
09.02.99	Occupational Preparation, Other	Education 17.29.04	Waiter/Waitress
16.05	Home Economics-Related Technology	17.29.99	Quantity Food Occupations, Other
From 16.05.01	Child Care Center Assistant	07.09.08	Food Service Supervisor
Technical 16.05.02	Hospital Children's Division Assistant		
16.05.03	Teacher's Assistant at the Preprimary Level		
Education 16.05.04	Food Service Supervisor		
16.05.05	Interior Decorator Assistant		
16.05.06	Home Equipment Demonstrator		

14.00.00.00 OFFICE OCCUPATIONS

ACCOUNTING CLUSTER

14.01	Accounting and Computing Occupations	14.01.03	Cashiers
14.01.01	Accountants	14.01.05	Tellers
14.01.02	Bookkeepers	14.01.99	Accounting and Computing Occupations, Other

MACHINE OPERATIONS CLUSTER

14.01.04	Machine Operators: Billing, Bookkeeping and Computing	14.04.04	Mail-Preparing and Mail-Handling Machine Operators
14.02.01	Computer and Console Operators	From Technical 16.04	Office-Related Technology
14.02.02	Peripheral Equipment Operators	Education 16.04.99	Office-Related Technology, Other
14.03.01	Duplicating Machine Operators		

ORGANIZATIONAL ANALYSIS AND MANAGEMENT CLUSTER

14.02	Business Data Processing Systems Occupations	14.08 01	Administrative Assistants
14.02 04	Systems Analysts	14.08 02	Budget Management Analysts
14.02 99	Business Data Processing Systems Occupations, Other	14.08 03	Clerical and Office Supervisors
14.06	Personnel, Training, and Related Occupations	14.08 04	Data Methods and System Procedures Analysts
14.06 01	Educational Assistants and Training Specialists	14.08 05	Office Managers and Chief Clerks
14.06 02	Interviewers and Test Technicians	14.08 99	Supervisory and Administrative Management Occupations
14.06 03	Personnel Assistants	From Tech. Ed. 16.04 02	Systems Analyst Technology
14.06 99	Personnel, Training, and Related Occupations, Other	14.02 03	Programmers
14.08	Supervisory and Administrative Management Occupations	From Tech. Ed. 16.04 01	Computer Programmer

STENOGRAPHIC, SECRETARIAL AND TYPING CLUSTER

14.07	Stenographic, Secretarial, and Related Occupations	14.09	Typing and Related Occupations
14.07 01	Executive Secretarial	14.09 01	Clerk-Typists
14.07 02	Secretaries	14.09 02	Typists
14.07 03	Stenographers	14.09 99	Typing and Related Occupations, Other
14.07 99	Stenographic, Secretarial and Related Occupations, Other	14.99	Office Occupations, Other

CLERICAL CLUSTER

14.03	Filing, Office Machines and General Clerical Occupations	14.04 99	Information Communications Occupations, Other
14.03 02	File Clerks	14.05	Materials Support Occupations (Transporting, Storing & Recording)
14.03 03	General Office Clerks	14.05 01	Planning and Production Clerks
14.03 99	Filing, Office Machines, and General Office Clerical Occupations, Other	14.05 02	Quality Control Clerks
14.04	Information Communication Occupations	14.05 03	Shipping and Receiving Clerks
14.04 01	Communication Systems Clerks and Operators	14.05 04	Stock and Inventory Clerks
14.04 02	Correspondence Clerks	14.05 05	Traffic, Rate, and Transportation Clerks
14.04 03	Mail and Postal Clerks	14.05 99	Materials Support Occupations (Transporting, Storing and Recording), Other
14.04 05	Messengers and Office Boys and Girls	14.99	Office Occupations, Other
14.04 06	Receptionists and Information Clerks		

16.00 00 00 TECHNICAL EDUCATION

ENGINEERING TECHNOLOGY CLUSTER

16.01	Engineering-Related Technology	16.01 11	Industrial Technology
16.01 03	Architectural Technology (Building Construction)	16.01 12	Instrumentation Technology
16.01 04	Automotive Technology	16.01 13	Mechanical Technology
16.01 05	Chemical Technology	16.01 13 01	Energy Conversion
16.01 06	Civil Technology	16.01 13 03	Production
16.01 06 01	Roadway Technology	16.01 13 99	Mechanical Technology, Other
16.01 06 02	Sanitation Technology	16.01 14	Metallurgical Technology
16.01 06 03	Structural Technology	16.01 15	Nuclear Technology
16.01 06 99	Civil Technology, Other	16.01 16	Petroleum Technology
16.01 07	Electrical Technology	16.01 17	Scientific Data Processing
16.01 08	Electronic Technology	16.01 99	Engineering-Related Technology, Other
16.01 09	Electromechanical Technology	16.06	Miscellaneous Technical Education
16.01 10	Environmental Control Technology	16.06 02	Fire and Fire Safety Technology
16.01 10 99	Environmental Control Technology, Other	16.06 99	Miscellaneous Technical Education, Other

17.00 00 00 VOCATIONAL-INDUSTRIAL EDUCATION OR TRADE AND INDUSTRIAL OCCUPATIONS

TEMPERATURE CONTROL CLUSTER

17.01	Air Conditioning	17.30	Refrigeration
17.01 01	Cooling	From { 16.01 10 01	Cooling
17.01 02	Heating	Technical { 16.01 10 02	Heating
17.01 03	Ventilating (Filtering and Humidification)	Education { 16.01 10 03	Refrigeration
17.01 99	Air Conditioning, Other		

VISUAL ARTS AND DESIGN CLUSTER

17.05	Blueprint Reading	17.19	Graphic Arts Occupations
17.07	Commercial Art Occupations	17.19.01	Composition, Makeup and Typesetting
17.07.03	Product Design	17.19.02	Printing Press Occupations
17.07.99	Commercial Art Occupations, Other	17.19.03	Lithography, Photography and Platemaking
17.09	Commercial Photography Occupations	17.19.04	Photoengraving
17.09.01	Photographic Laboratory and Darkroom Occupations	17.19.05	Silk Screen Making and Printing
17.09.99	Commercial Photography Occupations, Other	17.19.06	Bookbinding
17.13	Drafting	17.19.99	Graphic Arts, Other
		17.01.13.02	Machine and Tool Design

TEXTILES AND LEATHER CLUSTER

17.16	Fabric Maintenance Services	17.33.02	Tailoring
17.16.01	Drycleaning	17.33.99	Textile Production and Fabrication, Other
17.16.02	Laundering	17.34	Leatherworking
17.16.99	Fabric Maintenance Services, Other	17.34.01	Shoe Manufacturing
17.33	Textile Production and Fabrication	17.34.02	Shoe Repair
17.33.01	Dressmaking	17.34.99	Leatherworking, Other

MARITIME CLUSTER

17.08	Commercial Fishery Occupations	17.22	Maritime Occupations
17.08.01	Seamanship	From Tech. Ed 16.06.04	Oceanographic Technology (Physical, Biological & Fisheries)
17.08.02	Ship and Boat Operation and Maintenance		
17.08.99	Commercial Fishery Occupations, Other		

REPAIR CLUSTER

17.02	Appliance Repair	17.21	Instrument Maintenance and Repair
17.02.01	Electrical Appliances	17.21.01	Instruments (Other than watches and clocks)
17.02.02	Gas Appliances	17.21.02	Watchmaking and Repair

SERVICE OCCUPATIONS CLUSTER

17.17	Faremanship, Supervision and Management Development	17.28	Public Service Occupations
17.18	General Continuation	17.28.01	Fireman Training
17.26	Personal Services	17.28.02	Law Enforcement Training
17.26.01	Barbering	17.28.99	Public Service Occupations, Other
17.26.02	Cosmetology	From 16.06.05	Police (Law Enforcement and Corrections)
17.26.99	Personal Services, Other	Technical Education	Science Technology
		From Health Occ 07.09.09	Mortuary Science

INDUSTRIAL ENERGY CLUSTER

17.20	Industrial Atomic Energy	17.32	Stationary Energy Sources Occupations
17.20.01	Installation, Operation, and Maintenance of Reactors	17.32.01	Electric Power Generating Plants
17.20.03	Industrial Uses of Radioisotopes	17.32.02	Pumping Plants
17.20.99	Industrial Atomic Energy, Other	17.32.99	Stationary Energy Sources Occupations, Other

ELECTRIC/ELECTRONIC CLUSTER

17.06	Business Machine Maintenance	17.15	Electronics Occupations
17.14	Electrical Occupations	17.15.01	Communications
17.14.01	Industrial Electrician	17.15.02	Industrial Electronics
17.14.02	Lineman	17.15.03	Radio/Television
17.14.03	Motor Repairman	17.15.99	Electronic Occupations, Other
17.14.99	Electrical Occupations, Other	17.20.02	Radiography

AVIATION OCCUPATIONS CLUSTER

17.04	Aviation Occupations	17.04.02	Aircraft Operations
17.04.01	Aircraft Maintenance	17.04.03	Ground Operations
17.04.01.01	Airframe	17.04.99	Aviation Occupations, Other
17.04.01.02	Power Plant	From Technical Education	Aeronautical Technology
17.04.01.99	Aircraft Maintenance, Other	16.01.01	Comm. Pilot Training
		16.06.01	

MATERIALS PROCESSING CLUSTER

17.23 Metalworking
17.23 01 Foundry
17.23 02 Machine Shop
17.23 03 Machine Tool Operation
17.23 04 Metal Trades, Combined
17.23 05 Sheet Metal
17.23 06 Welding and Cutting
17.23 06 01 Gas Welding
17.23 06 02 Electric Welding
17.23 06 03 Combination Welding
17.23 06 04 Brazing and Soldering Operations

17.23 06 99 Welding and Cutting, Other
17.23 07 Tool and Die Making
17.23 08 Die Sinking
17.23 09 Metal Patternmaking
17.23 99 Metalworking, Other
17.24 Metallurgy
17.27 Plastics Occupations
17.35 Upholstering
17.36 Woodworking
17.36 01 Millwork and Cabinet Making
17.36 99 Woodworking, Other

CONSTRUCTION AND MAINTENANCE CLUSTER

17.10 Construction and Maintenance Trades
17.10 01 Carpentry
17.10 02 Electricity
17.10 04 Masonry
17.10 05 Painting and Decorating
17.10 06 Plastering

17.10 07 Plumbing and Pipefitting
17.10 08 Dry-Wall Installation
17.10 09 Glazing
17.10 10 Roofing
17.10 99 Construction and Maintenance Trades, Other
17.11 Custodial Services

MECHANICS AND MAINTENANCE CLUSTER

17.03 Automotive Services
17.03 01 Body and Fender
17.03 02 Mechanics
17.03 03 Specialization, Other
17.03 99 Automotive Services, Other

17.10 03 Heavy Equipment (Construction)
17.10 03 01 Maintenance, Heavy Equipment
17.10 03 02 Operation, Heavy Equipment
17.12 Diesel Mechanic
17.31 Small Engine Repair, Internal Combustion

ADDENDUM A

Division of Vocational Education

DO NOT WRITE IN BOXES

Co.	LEA	Prog. Area	Page No.

SURVEY OF OCCUPATIONAL EXPERIENCE

NAME _____

OCCUPATIONAL AREA TAUGHT (Present): _____

ADDRESS _____

CERTIFICATES CURRENTLY HELD: _____

CITY _____ STATE _____

AREA CODE _____ PHONE _____

(1) ACADEMIC PREPARATION

NAME OF SCHOOL	Dates of Attendance		Diploma or Degree	Major(s)
	From	To		
	mo. year	mo. year		
High School				
College				
University				
Other (Include Military Schools)				

(2) EMPLOYMENT EXPERIENCE
 (non-educational)

NAME OF EMPLOYER List Last Employer First	COMPLETE ADDRESS	OFFICIAL TITLE OF JOB (Mach., Welder, R.N., Dietitian, Accountant, Sales, Personnel, Farmer)	Dates of Employment	
			From	To
			mo. year	mo. year

(3) TEACHING OR OTHER EDUCATIONAL EMPLOYMENT
 (If you have had none, write "no experience")

NAME OF SCHOOL	COMPLETE ADDRESS	Dates of Employment No.		SUBJECT TAUGHT
		From	To	
		mo. year	mo. year	

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
TRENTON, NEW JERSEY 08625



DIVISION OF CURRICULUM & INSTRUCTION
BUREAU OF ADMINISTRATION & SUPERVISION

APPLICATION FOR APPROVAL OF PROPOSED CHANGES IN SECONDARY SCHOOL PROGRAM

Four copies are to be completed: Two copies to be filed with the Bureau of Administration and Supervision, One copy to be sent directly to the County Superintendent, and One copy to be retained in your school.

Name of Secondary School _____ Date _____

School District _____ County _____

Principal _____

I. Check or indicate where appropriate, changes contemplated. Please attach extra sheet if necessary.

- A. The addition of a course (name of course) _____
- B. Will replace (name of course) _____
- C. Credits allowed _____ Required _____ Elective _____
- D. A change in the credit (not units) assignment of a course from _____ to _____
- E. A change in credits (not units) required for graduation from _____ to _____
- F. A change in the number of periods weekly of a course from _____ to _____
- G. Grade level offered (7, 8, 9, 10, 11, 12) _____
- H. Number of minutes classroom instruction per week _____ or from _____ to _____
- I. Number of single periods per week _____ = double _____ or from _____ to _____
- J. Length of course -- one year _____ semester _____ less than a semester _____
- K. A reorganization of one or more of the curricula _____
- L. A reorganization of grade level assigned to school from _____ to _____
- M. A change in the daily time schedule to overlapping _____ or double sessions _____
- N. Reorganization of Special Education Program for credit assignment _____
- O. Request for Experimental/Developmental approval for one year _____
(When requesting Experimental/Developmental approval, please attach outline of proposed course)
- P. The withdrawal of a course from the curriculum - name of course _____

II. If the proposed changes involve an extensive change in the Program of Studies, (e. g. a reorganization of curricula) a complete copy of the new program and a brief description of how this differs from the old program is necessary. The new program of studies should indicate whether subjects are required or elective, periods per week, credits per course, credits required for graduation.

III. Date to become effective _____

Approved by the local Board of Education at a meeting held on (date) _____

Signature of Superintendent of Schools _____

FOR STATE DEPARTMENT USE ONLY

Consultant Approval _____ Other _____

Assistant Commissioner of Education _____

ERIC Recommended for Approval (date) _____ State Board Approval _____

**CITIZENS' ADVISORY COMMITTEE
STATEMENT OF ASSURANCE**

THIS FORM IS TO REMAIN ON FILE WITH THE LOCAL EDUCATION AGENCY

CITIZEN ADVISORY COMMITTEE

Responsible for Reviewing Application Prior to Submission and Advising Program Upon
State Approval

1. School served _____

(address)

2. Vocational-Technical Program (Check)

- | | |
|---|---|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Introduction to Vocations |
| <input type="checkbox"/> Cooperative Vocational Education | <input type="checkbox"/> Office Occupations |
| <input type="checkbox"/> Distributive Education | <input type="checkbox"/> Technical Education |
| <input type="checkbox"/> Employment Orientation | <input type="checkbox"/> Technology for Children |
| <input type="checkbox"/> Health Occupations | <input type="checkbox"/> Vocational Guidance & Counseling |
| <input type="checkbox"/> Home Economics Occupations | <input type="checkbox"/> Vocational Industrial Education |
| <input type="checkbox"/> Homemaking & Consumer Education | <input type="checkbox"/> Other (describe) |
| <input type="checkbox"/> Industrial Arts | |

3. Type of Committee (Check)

- ☐ General Advisory Committee--assist in the development and maintenance of the entire vocational program of a school or school district.
- ☐ Departmental Advisory Committee--serve one occupational area in a vocational school or the vocational department of a comprehensive high school.

4. Provide an Advisory Committee Roster and indicate affiliation by selecting the proper numeric code below.

Name	Term	Representing (Select numeric code below)
Chairman _____		
Secretary _____		
Other members _____		

- | | |
|-------------------|---|
| 1. Education | 7. Banking & Finance |
| 2. Retailing | 8. Vocational-Technical Student |
| 3. Industry | 9. Vocational-Technical Alumni |
| 4. Small Business | 10. Cooperative Area Manpower Planning
(CAMPS) |
| 5. Government | 11. Model Cities |
| 6. Labor | 12. Other |

APPENDIX C

PRELIMINARY DESIGN OF
VOCATIONAL EDUCATION FACILITIES
PROJECT DATA SYSTEM

File Description and Illustrative Reports
Using the RAMIS Management Information System

The Vocational Education Facilities Project Data System is designed to monitor the allocation of funds for vocational education facilities projects. Financial data is stored in file VE-FAC by project identification number, by LEA, and by county. Financial data is kept by source of funds, by expenditure type. In the following pages, a listing of the VE-FAC file description is presented, as well as some illustrative RAMIS reports which can be produced from file VE-FAC.

RAMIS File Description and Definition of Data Elements used in the
Vocational Education Facilities Project File Description

File Name: VE-FAC

File VE-FAC contains data about vocational education facilities projects approved for the receipt of financial aid, including funds obligated and/or estimated allocations by source by project by year, and funds reimbursed by source by project by year.

<u>Number</u>	<u>Level</u>	<u>Field Name</u>	<u>Synonym</u>	<u>Type and Length</u>	<u>Segment</u>	<u>Explanation</u>
1	1	County	CO	A2	10	County code.
2		County-Name	CON	A10	10	County name.
3		C-Spare-1	CSP1	A8	10	
4		C-Spare-2	CSP2	I8	10	
5	2	LEA	L	A6	3	School code.
6		LEA-Name	LN	A50	3	School name.
7		L-Spare-1	LSP1	A8	3	
8		L-Spare-2	LSP2	I8	3	
9	3	Year	Y	A4	-6	Year for which items 10 through 13 are recorded.
10		Total-Enroll	TENR	I6	-6	Total LEA enrollment for the year cited in number 9.
11		Total-Capact	TCAP	I6	-6	Total LEA capacity for the year cited in number 9.
12		VE-Enroll	VEENR	I6	-6	Total enrollment in vocational education programs for the LEA.
13		VE-Capacity	VECAP	I6	-6	Total vocational education capacity for the LEA (full time).

RAMIS File Description and Definition of Data Elements used in the
Vocational Education Facilities Project File Description (cont'd)

<u>Number</u>	<u>Level</u>	<u>Field Name</u>	<u>Synonym</u>	<u>Type and Length</u>	<u>Segment</u>	<u>Explanation</u>
14	4	L-Ve-Prog	LVPR	A4	-15	Code of a vocational education program.
15		VE-Prog-Dem	DVEPROG	I8	-15	Demand in the LEA for the vocational education program cited in item 14.
16		V-Spare-1	VSP1	I8	-15	
17	5	Project-ID	PID	A6	2	Project number of approved VE facilities project.
18		Project-Name	PN	A50	2	Project name.
19		Acres	A	F5.2	2	Number of acres of the site involved in the project.
20		School-Type	S	A6	2	Type of vocational education school involved in project.
21		Activity	ACT	A6	2	Type of project activity, i.e., new construction, remodeling, initial equipment etc.
22		Total-Sq-Ft	TSFT	I8	2	Total square feet of school in project.
23		Elig-Sq-Ft	ESFT	I8	2	Total eligible square feet of school in project.
24		P-Spare-1	PSP1	A8	2	
25		P-Spare-2	PSP2	A8	2	
26		P-Spare-3	PSP3	I8	2	
27	6	Proj-Prog	PP	A4	-15	Code of a VE program involved in the project.

RAMIS File Description and Definition of Data Elements used in the
Vocational Education Facilities Project File Description (cont'd)

<u>Level</u>	<u>Field Name</u>	<u>Synonym</u>	<u>Type and Length</u>	<u>Segment</u>	<u>Explanation</u>
7	PJ-Shops	PSH	I4	-15	Number of shops for a VE program (cited in item 27).
	PJ-Capacity	PJ-CAP	I8	-15	Capacity (by VE program) for a VE program involved in the project.
	PJ-Sq-Ft	PJSF	I8	-15	Square Feet for a VE program involved in the project.
	Elig-Cat	EC	A6	-9	Category code.
	Orig-Reim-Ob	OROBL	D10.0	-9	Original eligible cost of project.
	Orig-Loc-Obl	OLOBL	D10.0	-9	Project cost assumed by LEA.
	Cur-Reim-Obl	CROBL	D10.0	-9	Current eligible cost of project.
8	Total-Amt	AMT	D10.0	-9	Total cost of project (Non-eligible plus eligible).
	D-Spare-1	DSPL	I12	-9	
	Fiscal-Year	FY	A4	6	Fiscal year for which funds are obligated and/or allocations estimated and reimbursement made.
	F-Spare-1	FSPL	A8	6	
9	Category	CAT	A6	9	Code of category for which funds are obligated/allocations estimated/reimbursed.
	T-Spare-1	TSPL	A8	9	

4
RAMIS File Description and Definition of Data Elements used in the
Vocational Education Facilities Project File Description (cont'd)

<u>Number</u>	<u>Level</u>	<u>Field Name</u>	<u>Synonym</u>	<u>Type and Length</u>	<u>Segment</u>	<u>Explanation</u>
41		F-Reim-Obl	FOBL	D10.0	9	Federal funds obligated/allocations estimated for the fiscal year cited in #36.
42		S-Reim-Obl	SOBL	D10.0	9	State funds obligated/allocations estimated for the fiscal year cited in #36.
43		F-Reim-Rcv	RRF	D10.0	9	Federal funds reimbursed to date for the fiscal year cited in #36.
44		S-Reim-Rcv	RRS	D10.0	9	State funds reimbursed to date for the fiscal year cited in #36.
45		A-Spare-1	ASP1	I12	9	
46		A-Spare-2	ASP2	A8	9	

RAMIS Reports Generated from an
Illustrative Vocational
Education Facilities
Project File

For each county in the data base, show the

(a) County name.

(b) The project identification number and project name
of a vocational-education facilities project.

table
file vc-fac
list pid and nn
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end

NUMBER OF RECORDS IN TABLE= 3 LINES= 3

PAGE 1

COUNTY	COUNTY-NAME	LIST	PROJECT-ID	PROJECT-NAME
04	CAMDEN COUNTY	1	043001	CAMDEN VOC-TECH SCHOOL EXPANSION PROGRAM
12	MIDDLESEX COUNTY	1	122001	MIDDLESEX COUNTY VOC-TECH CONSTRUCTION PROJECT
20	UNION COUNTY	1	201001	LINDEN CITY VOC-TECH SCHOOL ADDED CAPACITY PROGRAM

For each LEA in the data base, show the

(a) LEA name.

(b) Vocational-education demand by program.

table
file ve-fac
list dveprog
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end

NUMBER OF RECORDS IN TABLE= 7 LINES= 7

PAGE 1

COUNTY	LEA	LEA-NAME	LE-VE-PROG	LISS	VE-PROG-UNIT
04	040140	CAMDEN COUNTY VOCATIONAL SCHOOL	TECH	1	176
			OPPO	2	204
			TECH	3	205
12	120126	MIDDLESEX COUNTY VOCATIONAL SCHOOL	TECH	1	212
			TECH	2	275
			VIED	3	210
20	200122	LINDEN CITY AREA VOCATIONAL-TECHNICAL SCHOOL	VIED	1	271

For each LEA in the data base show by year:

- (a) Total LEA enrollment.
- (b) Total LEA capacity.
- (c) Vocational-education enrollment for the LEA.
- (d) Vocational-education capacity for the LEA.

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table
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NUMBER OF RECORDS IN TABLE= 18 LINES= 18

PAGE 1

LEA	YEAR	TOTAL-ENROLL	TOTAL-CAPACT	VE-ENROLL	VE-CAPACITY
040140	1971	972	1000	972	1000
	1972	1132	1000	1132	1000
	1973	1295	1200	1295	1200
	1974	1378	1300	1378	1300
	1975	1450	1800	1450	1800
	1976	1520	1900	1520	1900
120126	1971	1152	700	1152	700
	1972	1152	700	1152	700
	1973	1152	700	1152	700
	1974	1355	700	1355	700
	1975	1604	1450	1604	1450
	1976	1745	2000	1745	2000
200122	1971	7974	8000	58	75
	1972	8000	8000	58	75
	1973	8500	8125	320	125
	1974	8600	8125	404	125
	1975	8700	8300	442	300
	1976	8800	9000	491	750

For each project in the data base, show

- (a) The acreage of the site involved in the project.
- (b) The type of school involved.
- (c) The project activity type.
- (d) The total square feet of the school involved in the project.
- (e) The total eligible square feet.

table
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 by co by 1 by pld
 end

NUMBER OF RECORDS IN TABLE= 3 LINES= 3

PAGE 1

COUNTY	LEA	PROJECT-ID	LIST	ACRES	SCHOOL-TYPE	ACTIVITY	TOTAL-SQ-FT	-SQ-FT
04	040140	043001	1	1.75	AVMS	REHOB	9000	8000
12	120126	122001	1	5.05	AVMS	HEMCON	26000	17500
20	200122	201001	1	2.33	DCRS	HEMCON	16000	6000

For each project in the data base, show by LEA and by eligible category:

- (a) The original reimbursable obligations (eligible only).
- (b) The original local obligations (eligible and ineligible).
- (c) The current reimbursable obligations.
- (d) The total cost of the project.

Also, for each project in the data base, show the totals for each of (a), (b), (c), and (d) above.

table
file ve-fac
write orobl and olobl and currobl and amt and sub-total
by pid by 1 by ec
end

NUMBER OF RECORDS IN TABLE= 13 LINES= 13

PAGE 1

PROJECT-ID	LEA	ELIG-CAT	ORIG-RETN-OB	ORIG-LOC-OR	CUR-RETN-OR	TOTAL-AMT
043001	040140	CONS	910,000.	0.	910,000.	960,000.
		FOUP	35,000.	0.	35,000.	60,000.
		RETD	00,000.	75,000.	98,396.	125,396.
*TOTAL			1,025,000.	75,000.	1,043,396.	1,145,396.
122001	120126	ABRG	50,000.	100,000.	60,000.	200,000.
		CONS	2,635,000.	730,000.	3,575,000.	4,000,000.
		FOUP	150,000.	100,000.	200,000.	350,000.
		PLAN	150,000.	10,000.	150,000.	175,000.
		SITE	515,000.	560,000.	515,000.	1,275,000.
*TOTAL			3,500,000.	1,500,000.	4,500,000.	6,000,000.
201001	200122	ABRG	50,000.	40,000.	50,000.	100,000.
		CONS	750,000.	1,200,000.	1,000,000.	2,270,000.
		FOUP	90,000.	150,000.	90,000.	250,000.
		PLAN	10,000.	10,000.	10,000.	30,000.
		SITE	100,000.	350,000.	100,000.	500,000.
*TOTAL			1,000,000.	1,750,000.	1,250,000.	3,150,000.
TOTAL			5,525,000.	3,325,000.	6,793,396.	10,225,396.

For each project in the data base, how much, if any, have current reimbursable obligations increased over the original reimbursable obligations. Also, for each project in the data base, what is the current local obligation.

```

tdefine
file ve-fac
obl-increase/d10.0=currobl-orobl
curr-loc-obl/d10.0=amt-currobl
end
itablrc
table
file ve-fac
write obl-increase and curr-loc-obl
by pid
end

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NUMBER OF RECORDS IN TABLE= 13 LINES= 3

PAGE 1

PROJECT-ID	OBL-INCREASE	CURR-LOC-OBL
-----	-----	-----
043001	18,396.	102,000.
122001	1,000,000.	1,500,000.
201001	250,000.	1,900,000.

1. For each project in the data base:

- (a) How much funds by source are the actual or estimated reimbursable obligations by reimbursement category by fiscal year, starting with the first fiscal year for which funds are obligated and/or allocations estimated.
- (b) How much reimbursement by source received to date by fiscal year.



ERIC
Full Text Provided by ERIC

C-20

For fiscal year 1971, what are the reimbursable obligations by source by project, and how much reimbursement by source by project has been paid (received). Also, for fiscal year 1971, what are the total reimbursable obligations by source and the total reimbursements by source paid?

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2

NUMBER OF RECORDS IN TABLE= 24 LINES= 24

PAGE 1

COUNTRY	IMA	PROJECT-ID	CATEGORY	ACCOMPL-YEAR	P-PLANN-ORL	C-PLANN-ORL	P-REIMB-RCV	S-REIMB-RCV
04	040140	043001	AENG CONS	1971	12,500.	12,500.	4,000.	5,200.
				1972	22,000.	22,000.	11,000.	18,000.
				1973	250,000.	250,000.	0.	0.
				1974	150,000.	150,000.	0.	0.
				1975	25,000.	25,000.	0.	0.
				1976	21,500.	21,500.	1,000.	0.
				1977	12,500.	12,500.	0.	0.
				1978	12,500.	12,500.	0.	0.
				1979	30,000.	30,000.	30,000.	30,000.
				1980	500,000.	500,000.	0.	0.
12	120126	122001	AENG CONS	1970	500,000.	500,000.	0.	0.
				1971	570,000.	570,000.	0.	0.
				1972	50,000.	50,000.	0.	0.
				1973	50,000.	50,000.	0.	0.
				1974	40,000.	40,000.	0.	0.
				1975	10,000.	10,000.	0.	0.
				1976	25,000.	25,000.	25,000.	25,000.
				1977	125,000.	125,000.	0.	0.
				1978	125,000.	125,000.	0.	0.
				1979	250,000.	250,000.	0.	0.
20	200122	201001	AENG CONS	1970	10,000.	10,000.	0.	0.
				1971	40,000.	40,000.	10,000.	40,000.
				1972	10,000.	10,000.	10,000.	10,000.
				1973	25,000.	25,000.	25,000.	25,000.
				1974	125,000.	125,000.	0.	0.
				1975	125,000.	125,000.	0.	0.
				1976	250,000.	250,000.	0.	0.
				1977	10,000.	10,000.	0.	0.
				1978	25,000.	25,000.	0.	0.
				1979	50,000.	50,000.	50,000.	50,000.
20	200122	201001	EQUIP PLAN SITE	1970	50,000.	50,000.	0.	0.
				1971	50,000.	50,000.	0.	0.
				1972	40,000.	40,000.	0.	0.
				1973	10,000.	10,000.	0.	0.
				1974	25,000.	25,000.	0.	0.
				1975	125,000.	125,000.	0.	0.
				1976	125,000.	125,000.	0.	0.
				1977	250,000.	250,000.	0.	0.
				1978	10,000.	10,000.	0.	0.
				1979	25,000.	25,000.	0.	0.
20	200122	201001	EQUIP PLAN SITE	1970	50,000.	50,000.	0.	0.
				1971	50,000.	50,000.	0.	0.
				1972	40,000.	40,000.	0.	0.
				1973	10,000.	10,000.	0.	0.
				1974	25,000.	25,000.	0.	0.
				1975	125,000.	125,000.	0.	0.
				1976	125,000.	125,000.	0.	0.
				1977	250,000.	250,000.	0.	0.
				1978	10,000.	10,000.	0.	0.
				1979	25,000.	25,000.	0.	0.

2. For each project in the data base:

(a) How much are the total reimbursable obligations, the total reimbursement payments received to date, and the total reimbursable balance, each by fiscal year?

(b) Over the life of the project, what are the total reimbursable obligations, the total reimbursement received, and the total balance?

3. For all vocational-education facilities projects, what are the total reimbursable obligations, reimbursement payments made, and the balance to be paid?

```

define
file ve-fac
obl/d10.0=fobl+sobl
rev/d10.0=frcv+srrev
bal/d10.0=obl-rev
end
itable
file ve-fac
write obl and rev and bal and sub-total by pid by fy
end

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NUMBER OF RECORDS IN TABLE= 24 ~~LINES~~= 15

PAGE 1

PROJECT-ID	FISCAL-YEAR	OBL	RCV	BAL
-----	-----	----	----	----
043001	1971	143,396.	39,698.	103,698.
	1972	525,000.	0.	525,000.
	1973	325,000.	0.	325,000.
	1974	50,000.	0.	50,000.
*TOTAL		1,043,396.	39,698.	1,003,698.
122001	1971	160,000.	157,500.	2,500.
	1972	1,000,000.	0.	1,000,000.
	1973	1,000,000.	0.	1,000,000.
	1974	1,140,000.	0.	1,140,000.
	1975	100,000.	0.	100,000.
	1976	100,000.	0.	100,000.
*TOTAL		3,500,000.	157,500.	3,342,500.
201001	1971	160,000.	159,000.	1,000.
	1972	250,000.	0.	250,000.
	1973	250,000.	0.	250,000.
	1974	520,000.	0.	520,000.
	1975	70,000.	0.	70,000.
*TOTAL		1,250,000.	159,000.	1,091,000.
TOTAL		5,793,396.	356,198.	5,437,198.